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NATIONAL EDUCATION ASSOCIATION

RESEARCH BULLETIN

VOL. XXXI • No. 1 FEBRUARY • 1953

Rural Teachers in 1951-52

Published by the RESEARCH DIVISION of the
NATIONAL EDUCATION ASSOCIATION
of the UNITED STATES
1201 Sixteenth Street, N. W., Washington 6, D. C.

RESEARCH BULLETIN OF THE NATIONAL EDUCATION ASSOCIATION

Published four times each year in February, April, October, and December

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Entered as second-class matter February 10, 1923, at the Post Office at Washington, D. C., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized February 10, 1923.

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FOREWORD

WITH improved transportation and communication, the rural schools of this country have undergone many recent changes. However, rural schools still occupy an important place within the American public-school system. The most recent available figures indicate that 43 percent of all the public-school pupils in the United States attend rural schools of various sizes. The smallest schools, those which employ only one teacher, still number almost 60,000. Even today these one-teacher schools are educating 1½ million American children and youth.

It is sometimes desirable to study the rural schools separately from those of the urban areas. Rural education has special problems which are seldom found in the city school districts. By and large, the rural school districts have less wealth and more children per taxpayer. The schools are necessarily smaller and the rural districts must assume added costs in providing transportation between home and school for a considerable part of their enrolments.

This bulletin presents an inquiry which must be counted among the three or four most extensive projects undertaken by the NEA Research Division in recent years. The planning of the study, the collection and tabulation of the data, and the writing of the report have required more than a year of continuous work. In addition to the members of our staff who have worked on this project, great credit should be given to the more than 4000 professionally minded rural school teachers who realized the importance of the study and who gave so generously of their time in filling out a long, and in some respects a highly personal, questionnaire. To supply this information these teachers have devoted a total of over 10,000 man-hours of work.

It has been found impractical to report the entire study in a single issue of the *Research Bulletin*. The Association, therefore, will produce a series of smaller reports within the next few months giving more intensive treatment to various phases of the study.

The value of this study will depend largely on the extent to which it is used by state and local teachers associations. There are many possibilities of making comparative, corresponding studies on the state or local levels. The findings in this report show how seriously rural schools lag behind urban schools in nearly all respects. Such findings should help professional leaders in rural areas in their efforts to arouse public opinion to take appropriate action.

WILLIAM G. CARR, *Executive Secretary,*
National Education Association.

I. Introduction

There are many widespread conceptions and misconceptions about rural teachers and rural schools in the United States that have never been proved with factual evidence. For example, some people believe most rural teachers are young, unmarried women just beginning their teaching careers who are only marking time until they can get a more desirable job in a large urban school; that the typical person employed in the 1-teacher school is isolated on some remote mountain top cut off from nearly all contact with the outside world and without any of the conveniences of this age; or that nearly all teachers in the smallest schools are forced to carry coal, clean the schoolhouse, and perform other menial tasks in addition to boarding with a nearby farm family. Being based upon insufficient or no evidence, many such opinions are mere conjecture.

What is the real status of the typical rural teacher? How does he fare as compared with other classroom teachers? How much training and experience does he have? What are his most serious problems? How have the war and postwar years affected the school in which he works? To what extent are these many widely held beliefs true or untrue? Such were the questions which prompted the NEA Research Division to initiate this study in the fall of 1951.

Source of Information

This report is based upon an 8-page questionnaire containing 56 questions calling for 232 separate items of information. It was mailed to almost 18,000 rural school teachers in January 1952. Approximately 50 percent of those to whom the inquiry form was sent were suggested to the Research Division by county and rural district superintendents as working under conditions representative of the best, worst, and average in their respective school systems. The other half were selected at random from state and local school directories.

All the respondents reported on herein worked in open rural areas or in small communities. None were teaching in schools located in cities over 2500 in population.

Blanks Sent Out and Returned

At least 100 blanks were sent to every state. Some of the states which have the largest numbers of rural schools received as many as 700 to 800 inquiries. At the outset, it was decided that a determined effort would be made to get replies from at least 1000 1-teacher schools and a like number from schools of 2 and 3 teachers, schools of 4 to 10 teachers, and schools of over 10 teachers. Another predetermined goal was to obtain 250 to 1000 replies from every major geographical region of the United States. As Table 1 indicates, both goals were largely realized.

Percentagewise, the best return was from the 1-teacher schools, the opposite of which is the usual experience. The rate of return from 1-teacher schools was exactly 50 percent higher than it was from schools of over 10 teachers. Only a little more than 1 in 10 of the teachers in the larger rural schools in one region returned their blanks.

Another interesting sidelight: the highest rates of return were from the states farthest from the source of the study. Of the teachers in the Far West, 29.1 percent returned questionnaires; of those in the Northwest, 28.2 percent. On the other hand, the percent of return from the Southeast was only 19.1.

The blanks were filled out between January and May 1952. Therefore, except where otherwise specified, data reported describe situations existing in the school year 1951-52.

Representativeness of the Sample

It is impossible to determine the exact degree to which the sample used in this study is representative of all rural teachers and rural schools in the United States. The official statistics on rural education in this country are both incomplete and out of date. There was little comprehensive information available that could be used to test this sample adequately.

On the basis of certain meager information and the judgment of experienced people in educational research, however, it is possible to point out what are believed to be certain general limitations of the sample. The reader

should keep the following points in mind in evaluating the results:

1. The sample is believed to be weighted somewhat in the direction of the smaller rural schools.
2. The distribution of teachers between elementary and secondary schools in the sample is weighted slightly in favor of the elementary schools.
3. The proportional representation of geographical regions in the sample is believed to be reasonably satisfactory since the questionnaires were distributed according to the percent of the total rural teachers who were in each region. In this connection, of course, the sample is representative only to the extent that questionnaires were returned in the same proportions as they were sent out.
4. Again, because of the way the respondents were selected, there is no reason to suspect that the sample gives undue weight to either good or bad rural school conditions.

To generalize from the above mentioned limitations, it is likely that the averages for particular sizes of schools are slightly more reliable than the averages for all sizes together. The separate averages for elementary and secondary schools are believed to be slightly more accurate than the averages for the 2 levels combined. Also, an average for a particular region is likely to be a little more reliable than an average based on the combined regions.

In spite of the above limitations, nearly all the results reported in this study are believed to be reasonably accurate in describing actual situations existing in 1951-52. In cases where there is doubt, the fact is noted in the text.

Altho the number of respondents varied from item to item in the questionnaire, a total of 4266 blanks provided at least some information that could be used. Table 2 shows how the 4266 blanks are distributed among sizes of schools and among regions. Read the table thus: Of all the blanks returned by teachers in 1-teacher schools, 5.1 percent of them came from New England.

TABLE 1.—NUMBER OF QUESTIONNAIRES SENT OUT AND PERCENT OF RETURN BY SIZE OF SCHOOL AND REGION, 1951-52

Regions*	Number of blanks sent out to teachers in					Percent of blanks returned by teachers in				
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9	10	11
New England	220	267	395	164	1,046	30.9%	30.7%	25.1%	17.1%	26.5%
Middle Atlantic	766	528	581	542	2,417	31.2	27.1	25.6	23.6	27.3
Southeast	1,123	1,399	1,385	1,400	5,307	20.9	18.0	19.7	18.3	19.1
Middle	1,163	876	1,095	1,072	4,206	29.8	24.0	23.8	21.9	25.0
Southwest	248	370	403	292	1,313	26.2	21.1	22.3	11.3	20.3
Northwest	726	476	637	414	2,253	37.1	25.4	27.8	16.7	28.2
Far West	361	310	339	228	1,238	32.4	28.4	31.9	20.6	29.1
Total	4,607	4,226	4,835	4,112	17,780	29.1%	23.0%	23.9%	19.4%	24.0%

* *New England:* Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.
Middle Atlantic: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, West Virginia.
Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia.
Middle: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin.
Southwest: Arizona, New Mexico, Oklahoma; Texas.
Northwest: Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming.
Far West: California, Nevada, Oregon, Washington.

TABLE 2.—PERCENT DISTRIBUTION OF QUESTIONNAIRES RETURNED, 1951-52

Regions*	Number of blanks returned by rural teachers in					Number of blanks returned as a percent of all blanks returned by rural teachers in				
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9	10	11
New England	68	82	99	28	277	5.1%	8.4%	8.6%	3.5%	6.5%
Middle Atlantic	239	143	149	128	659	17.8	14.7	12.9	16.1	15.5
Southeast	235	252	273	256	1,016	17.6	25.9	23.6	32.2	23.8
Middle	346	210	261	235	1,052	25.8	21.6	22.5	29.5	24.7
Southwest	65	78	90	33	266	4.9	8.0	7.8	4.1	6.2
Northwest	269	121	177	69	636	20.1	12.4	15.3	8.7	14.9
Far West	117	88	108	47	360	8.7	9.0	9.3	5.9	8.4
Total	1,339	974	1,157	796	4,266	100.0%	100.0%	100.0%	100.0%	100.0%

* See Table 1 for states comprising each region.

Organization of Report

Section II of this bulletin contains a variety of personal information about classroom teachers working in various sizes of rural schools and in various geographical regions of the United States. Here one will find data on age, sex, marital status, and dependents of rural elementary- and secondary-school teachers.

The third section deals with the professional status of teachers in rural schools and includes data on training, experience, number of grades taught, size of school and of school district in which employed, and membership in the National Education Association.

Section IV reports some interesting and unusual data on housing conditions—adequacy and inadequacy of present living accommodations, the presence and absence of the facilities and conveniences of modern living, types of places in which rural teachers live, and distances and methods of travel to and from work.

The data in Section V deal with employment conditions. Here one will find information on rural teachers' contracts, including the extent to which teachers are required to assume responsibility for nonschool duties, factors affecting salary schedules, the extent to which teachers are expected to contribute to political campaign funds, days of sick leave allowed, and the adequacy and inadequacy of retirement plans.

Section VI deals with some of the conditions that affect instruction in rural schools. It includes data on controversial issues which the rural teacher feels he should avoid discussing in the classroom and in the community, information on time available for essential schoolwork, and statistics on the types of buildings in which rural teachers work and the adequacy of facilities therein.

The section on income and expenditures of rural teachers (VII) contains considerably less information than was requested in the blank. Because there were limitations on space allotted this report and because some of the data were exceedingly difficult to interpret, much of the information originally intended for this section will be reported later in another form. Nevertheless, Section VII contains much interesting and useful information such as average annual income, payments to employment agencies, extent of personal debts, purposes for which money is borrowed, summer-school expenses, and individual estimates of financial positions now as compared with 1 year ago, 5 years ago, and 10 years ago.

Section VIII, the summary of the report, contains what a summary is expected to contain: highlights of the study, major findings, progress achieved, important problems. Especially useful is a subtopic entitled "A Composite Picture of the Rural Teacher."

Concerning the Appendix

Readers will find the Appendix especially valuable because here detailed breakdowns are available on several questions contained in the blank. The Research Division frequently finds that economy in printing can be effected by reporting valuable yet space-consuming data in this form.

The text of the report is written for the type of reader who is mostly interested in major findings and in the general story. The Appendix is designed for statistically minded individuals, for those who have an especially keen interest in the topic, and for research workers who usually like to know the whole story, including fine details. The reader will note, however, that frequent references are made in the text to the tables in the Appendix.

II. Personal Factors

This section is devoted to an analysis of the age, sex, marital status, and the number of dependents of rural teachers. Only significant totals, averages, and statistical highlights are reported here. For a more complete breakdown, readers should consult Tables A, B, and C in the Appendix.

Age of Rural Teachers

Contrary to prevalent opinion, there appears to be little relationship between the sizes of rural schools and the ages of teachers employed therein. Conjecture on this matter ranges from the idea that most teachers in the very small schools are exceedingly young to the opposite notion that they are "old timers," inadequately trained and poorly qualified, placed in positions where they are least conspicuous in the school community. As far as ages are concerned, both ideas are largely erroneous. The typical teacher in the small rural school is neither significantly younger nor older than his counterpart in the larger rural school. The median age of teachers in 1-teacher elementary schools was only 5 months below that of teachers in elementary schools of over 10 teachers. Differences at the secondary level were likewise small.

Classification

Elementary, by size of school	*Median age of teachers*
1 teacher	42.5
2 and 3 teachers	42.2
4 to 10 teachers	41.2
Over 10 teachers	42.9
All elementary-school teachers	42.1
Secondary, by size of school	
10 or fewer teachers	33.8
More than 10 teachers	34.5
All secondary-school teachers	34.2

The only differences that appear significantly large in the above listing are those existing between elementary and secondary teachers as groups. Secondary-school teachers, by and large, were a younger group. The median age was almost 8 years lower. Of the rural secondary-school teachers, 57.5 percent were 35 years of age or younger, as compared with 31.7 percent of the rural elementary-school teachers. Only 22.0 percent of the secondary-school teachers, as compared with 38.5 percent of the elementary-school teachers, were over 45 years of age.

As pointed out earlier, there was little difference between the median age of teachers in one size of school as compared with that in another; however, there is some evidence that may partially explain prevalent ideas. The percent of teachers 25 years of age and younger was slightly higher for 1-teacher elementary schools than for elementary schools of over 10 teachers. Also, there were 24 persons (out of 1303) in 1-teacher elementary schools who were over 65 years of age as compared with none in elementary schools of more than 10 teachers. It would appear, therefore, that the smallest schools have a few more teachers on the extreme ends of the age scale than do the larger schools. At the same time, the sizes of the differences fail to substantiate the claim that large proportions of all teachers in small schools are either very young or in their advanced years.

The distribution of median ages by geographical regions shows a more varied picture. The youngest rural elementary-school teachers were in the Northwest, where the median was 38.1 years as compared with 42.1 years for all rural elementary-school teachers. The rapid population growth of Northwestern states in the last decade probably accounts for this situation. Great increases in population have brought about a demand for teachers from other states, and teachers who tended to move were usually those in the lower age brackets.

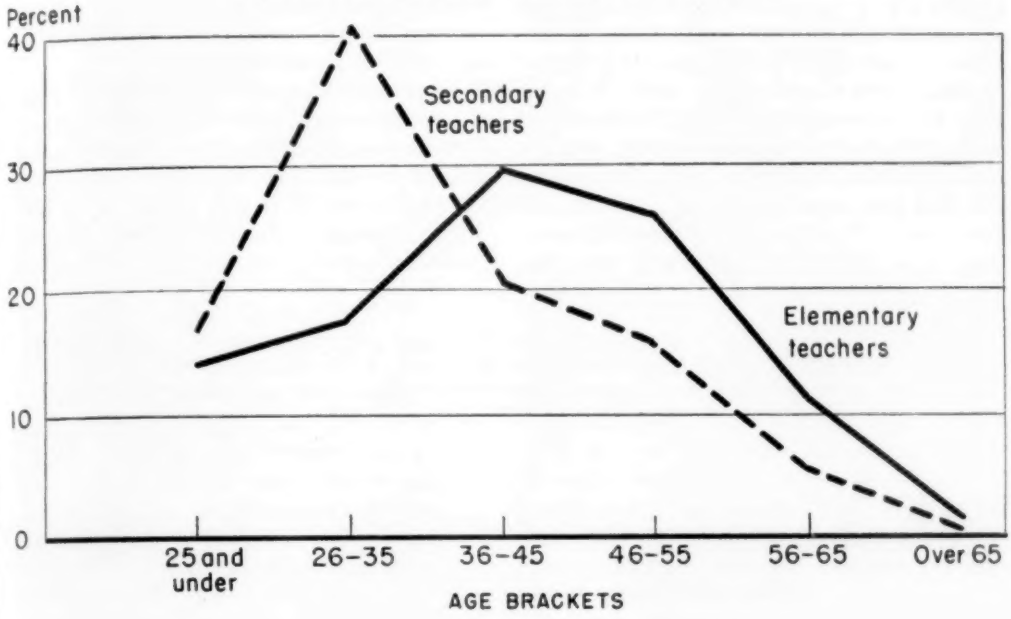
Sex

A study made by the NEA Research Division of rural teachers employed during the school year 1936-37[1] reported that 15.8 percent of the teachers in 1-teacher schools were men. The current study, which is based on teachers employed in 1951-52, showed that this percent had dropped to 12.0. Altho men outnumbered women among the respondents in rural secondary schools last year, there has been an unmistakable exodus of men from

[1] National Education Association, Research Division. "The Rural Teacher's Economic Status." *Research Bulletin* 17: 42; January 1939.

FIGURE I

DISTRIBUTION OF RURAL ELEMENTARY AND SECONDARY TEACHERS BY AGES, 1951-52



the rural elementary schools in recent years. Looking at all rural schools together, we find that the ratio of men to women respondents dropped 27 percent over the 15-year period.

As indicated in Table 3, the ratio of men to women teachers in this study varied widely from one region to another and from one educational level to another. The Southeast had the lowest ratio at both elementary and secondary levels, but New England, which had one of the lowest ratios at the elementary level, had the highest ratio at the secondary level.

Marital Status

The great majority of the rural teachers included in this study were married. In elementary schools married teachers (including those divorced or separated and those widowed) outnumbered single teachers better than 3 to 1; in secondary schools, 2.3 to 1.

It was not unexpected that most of the male teachers would be married; however, the proportions of female teachers reported as married were not anticipated. Of the women elementary-school teachers 74.3 percent were married, divorced or separated, or widowed as compared with 25.7 percent who were single. More than half (56.5 percent) of the women secondary teachers also were married.

In 1939 the NEA Research Division reported that 26.6 percent of the teachers employed in 1-teacher schools in 1936-37 were married.[2] Last year only 25.6 percent were single. In 1936-37 from 26.6 to 31.6 percent of the teachers in all types of rural schools were married. Now only 25.3 percent are single. Thus, in a period of 15 years the marital situation has completely reversed itself.

The distribution by size of school and level of education is provided in Table B of the Appendix.

Dependents of Rural Teachers

The questionnaire used in this study requested information concerning the number of persons who were *fully* and *partially* dependent upon the respondents for financial sup-

[2] *Ibid.*

port. In tabulating the data, each partial dependent reported was counted as one-half a dependency unit.

Of the rural elementary-school teachers included in this study, 40.6 percent reported no dependents of either type. Among secondary-school teachers 35.2 percent reported no dependents. On the other hand, 46.7 percent of the elementary-school teachers and 55.6 percent of the secondary-school teachers averaged at least 1 dependent; 22.6 percent and 34.6 percent averaged 2 or more dependents; and 11.5 percent and 19.7 percent averaged 3 or more. Thus, it can be seen that the typical rural teacher is more likely to have someone depending upon him for financial support than not. The over-all average for the 4253 teachers who answered this question was 1.06 dependency units per teacher. The frequently voiced claim that most teachers have no one to support but themselves runs contrary to factual evidence.

In certain categories (see Appendix, Table C), the extent of dependency was substantial. For instance, married men in the elementary schools averaged 2½ dependency units. Over 9 out of every 10 in this group had at least 1 dependency unit, 7 out of 10 had 2 or more dependency units, and almost half had 3 or more.

TABLE 3.—PERCENT DISTRIBUTION OF MEN AND WOMEN TEACHERS IN RURAL SCHOOLS BY SIZE OF SCHOOL AND REGION, 1951-52

Classification	Percent men	Percent women	Total number reporting
1	2	3	4
Size of school—elementary			
1 teacher	12.0%	88.0%	1,338
2 and 3 teachers	21.2	78.8	972
4 to 10 teachers	21.2	78.8	791
Over 10 teachers	7.4	92.6	340
All schools—elementary	16.3%	83.7%	3,441
Size of school—secondary			
10 or fewer teachers	58.1%	41.9%	365
Over 10 teachers	47.0	53.0	453
All schools—secondary	52.0%	48.0%	818
Regions—elementary*			
New England	12.9%	87.1%	224
Middle Atlantic	20.0	80.0	550
Southeast	12.1	87.9	788
Middle	16.4	83.6	849
Southwest	22.9	77.1	218
Northwest	14.6	85.4	520
Far West	20.9	79.1	292
All regions—elementary	16.3%	83.7%	3,444
Regions—secondary*			
New England	62.3%	37.7%	53
Middle Atlantic	55.5	44.5	108
Southeast	38.5	61.5	226
Middle	54.3	45.7	199
Southwest	54.2	45.8	48
Northwest	59.5	40.5	16
Far West	61.8	38.2	68
All regions—secondary	52.0%	48.0%	18

* See Table 1, page 6, for states comprising each region.

III. Professional Status and Operational Units

This section of the report includes a variety of information about the professional training and experience of rural teachers. Also reported are some facts on the types of schools and the sizes of school districts in which rural teachers work. While the last 2 factors named do not control the professional status of the rural teacher, they do have an important bearing on the subject.

Size of School District

The typical rural teacher returning the questionnaire worked in a very small school district—small, that is, in terms of number of teachers employed. In fact, 19.1 percent of the elementary-school teachers worked in districts where they were the only teacher employed; 37.2 percent worked in districts employing a total of fewer than 4 teachers; 55.8 percent, in districts employing fewer than 10 teachers. On the other end of the scale, only 14.7 percent of the elementary-school teachers worked in *moderately large* rural school districts, which for our purposes might be arbitrarily defined as those employing 100 or more teachers.

Secondary-school teachers responding worked in somewhat larger districts, but even here 54.9 percent were employed by boards of education which hire fewer than 20 teachers. Only 15.5 percent of the secondary-school teachers were working in districts having 100 or more teachers.

It is apparent from the above facts that a great many rural school districts maintain only 1 school, and this school is likely to be a small one.

The data on sizes of school districts represented in the study are exceedingly interesting when observed by broad geographical categories. Here we see the effect of the differences in local organizational patterns in various sections of the country. Most of the states in the Southeast are organized on the county-unit plan. The average size of district in this region was 144 teachers for elementary-school teachers reporting and 141.9 for secondary-school teachers. In the Middle Atlantic region, where some of the states are also organized on the county-unit plan, the average district is still comparatively large—76.8 for elementary-school teachers reporting and 75.0 for secondary-school teachers. But in densely populated New England and in the Middle states, where there are few if any county units, the average district employed very few teachers. To illustrate, elementary-school teachers in New England reported an average district of 9.9 teachers; in the Middle states they reported an average of 10.4 teachers. Table E in the Appendix gives further details.

Size of School

One-teacher rural schools usually have a smaller pupil-teacher ratio than do the larger schools. Of the 1338 teachers in this category reporting in this study, 233, or 17.4 percent, had fewer than 10 pupils in school; 747, or 55.8 percent, had fewer than 20 pupils. On the other hand, 17.1 percent had 30 or more pupils and 1.3 percent had 50 or more pupils. To illustrate the utmost extremes, 30 teachers reported enrolments of 3 or fewer pupils and 2 reported having 70 to 79 pupils. The average enrolment in 1-teacher schools was 20.

For elementary schools of 2 and 3 teachers, the average enrolment was 58, or about 23 pupils per teacher. Of the 946 schools in this category reported on, 10.8 percent had enrolments of fewer than 30 pupils and 6.5 percent had over 100 pupils.

The average for all the elementary schools included in the study was 101; the median, however, was much smaller—48. The great difference in the 2 measures of central tendency can be explained by the presence of a few very large consolidated elementary schools. There were 51 in the study with enrolments of over 600 and of this group 6 had 1000 or more pupils.

The average secondary school reported on also was small. While the average enrolment was 292 and the median 255, 37.1 percent had fewer than 200 pupils and 11.7 percent fewer than 100. The average enrolment for elementary and secondary schools combined was 136; the median, 67. The typical rural school represented by these teachers, therefore, might be described as a 3-teacher school.

Percents of elementary schools having fewer than 10 pupils varied from less than 1 percent in New England and in the South-

east to 25.1 percent in the Northwest. The percent of secondary schools having fewer than 100 pupils varied from 2.0 percent in the Middle Atlantic states to 34.4 percent in the Far West. The largest secondary schools reported in the study were in the Middle Atlantic and Southeast regions where the average enrolments were 397 and 387 respectively. On the other hand the secondary schools in New England, the Northwest, and Far West were, on the average, less than half as large.

It can be seen from the above data that rural schools tend to be larger in states having large local school districts as well as in states where the rural population is least sparse. Small local districts and sparsely populated areas combine to bring about unusually small schools in the Northwest and Far West.

Table F (see Appendix) gives complete information on the sizes of rural schools.

Scope of Job

The typical rural elementary-school teacher responding to the questionnaire taught children in almost 4 different grades. The grade span of the job of the typical secondary teacher was almost as wide—3.8 grades. A great many teachers in city school systems teach children of only 1 grade, but in the rural schools covered in this study only 16 percent of the elementary-school teachers and 2.4 percent of the secondary-school teachers reported they taught children of only a single grade.

In the 1-teacher schools the average grade span was reported at 6.2 grades. Only 7.4 percent of the teachers in this classification taught children in 3 or fewer grades, whereas 46.1 percent taught children in 7 or more grades. As the schools became larger, the number of grades the teacher was responsible for decreased rapidly. The elementary-school teachers in 2- and 3-teacher schools taught an average of 3.2 different grades; in 4- to 10-teacher schools, 1.9 grades; in schools with over 10 teachers, 1.2 grades. For details see Table 4.

Altho classes tend to be somewhat smaller in rural schools than in urban schools, the grade range in the typical rural school classroom probably more than offsets this advantage.

Professional Training

Fifteen years ago 62.3 percent of the teachers in 1-teacher rural schools had at least 2 years of college training and 10.0 percent were college graduates.[1] Data collected in this study indicate that these percents are now 76.5 and 23.2, respectively. There has been some improvement but the significance of the change depends entirely on how one is inclined to look at it. On the one hand, the percent of teachers in 1-teacher schools holding degrees has more than doubled in 1½ decades. On the other hand, at the average annual rate established over the last 15 years, it will take 87 years more (until the school year 2038-39) for all teachers in this group to become degree-holding teachers.

The above data pertain only to teachers in 1-teacher rural schools. The information on other rural teachers in the 2 studies was not comparable. There are, however, certain other possible comparisons that are enlightening. In

[1] National Education Association, Research Division. "The Rural Teacher's Economic Status." *Research Bulletin* 17: 42; January 1939.

TABLE 4.—NUMBER OF GRADES TAUGHT BY RURAL SCHOOL TEACHERS, 1951-52

Classification	Percent of teachers teaching children in									Average number of grades taught	Number of teachers reporting
	1 grade	2 grades	3 grades	4 grades	5 grades	6 grades	7 grades	8 grades	9 grades		
1	2	3	4	5	6	7	8	9	10	11	12
Elementary-school teachers—by size of school	16.0%	21.0%	13.9%	15.1%	7.1%	8.9%	5.5%	11.0%	1.5%	3.9	3,435
1-teacher schools	0.3	1.9	5.2	10.3	13.7	22.5	14.0	28.1	4.0	6.2	1,335
2- and 3-teacher schools	1.1	21.4	35.2	36.3	5.7	0.3	0.0	0.0	0.0	3.2	972
4- to 10-teacher schools	32.1	55.7	7.5	3.6	0.6	0.3	0.1	0.1	0.0	1.9	788
Over 10-teacher schools	82.6	14.4	2.4	0.3	0.0	0.0	0.0	0.3	0.0	1.2	340
Secondary-school teachers—by size of school	2.4%	13.0%	23.4%	38.8%	9.1%	13.3%	0.0%	0.0%	0.0%	3.8	791
10- or fewer teacher schools	0.6	12.2	17.1	46.7	7.7	15.7	0.0	0.0	0.0	4.0	351
Over 10-teacher schools	3.9	13.6	28.4	32.5	10.2	11.4	0.0	0.0	0.0	3.7	440

the school year 1938-39, 38.2 percent of the elementary-school teachers in city school systems had at least 4 years of college training;[2] the corresponding percent for rural elementary-school teachers in this 1951-52 study was 38.1. In other words, rural teachers have just about caught up to where city teachers were 13 years ago.

For several years the National Education Association has recommended 4 years of college training as a minimum for elementary- and secondary-school teachers. Table 5 and Table G in the Appendix show how far away from that goal rural schools are. In rural elementary schools only 1 teacher in every 3 has a degree, and 41.2 percent still have less than 3 years of college training. As for master's degrees, they are few and far between in the rural elementary schools.

The situation in the secondary schools is entirely different: 94.8 percent have at least a bachelor's degree and 20.4 percent have a master's degree or better.

The data in Table 5 tend to justify the claim that, by and large, teachers with the least training are placed in the smaller schools. The percent without college degrees in 1-teacher elementary schools is half again as large as in elementary schools of over 10 teachers. As schools become larger in Table 5, there is a steep drop in the "no-degree" column and a sharp rise in the "bachelor's-degree" and "master's-degree" columns.

Figure II shows the distribution of rural teachers by levels of training on a regional basis. The percent of elementary-school teachers without degrees varied from 23.0 in the Southwest to 82.3 in the Northwest. The Southwest, in addition to reporting the lowest percent of elementary-school teachers without degrees, reported the highest percent with master's degrees.

A movement is going on in several sections of the country to make 5 years the minimum college preparation for secondary-school teachers. Again, Figure II shows a widely varying pattern: the percent of secondary-school teachers holding a graduate degree varied from 12.9 percent in the Northwest to 34.3 percent in the Middle Atlantic states.

Teaching Experience

The rural elementary-school teachers included in this study reported an average of 14.2 years of experience in schoolwork; the secondary-school teachers, 10.8 years.

There appears to be some evidence (see Table G in the Appendix) that as teachers become more experienced they tend to move into the larger schools. The average experience of teachers in 1-teacher elementary schools was 13 percent less than that of elementary-school teachers in schools of over 10 teachers. At the same time, the differences between the various sizes of schools are not as large as might have been expected. Certainly, there is no evidence in these data to support the belief that the 1-, 2-, and 3-teacher schools are staffed primarily by young teachers just out of colleges and normal schools.

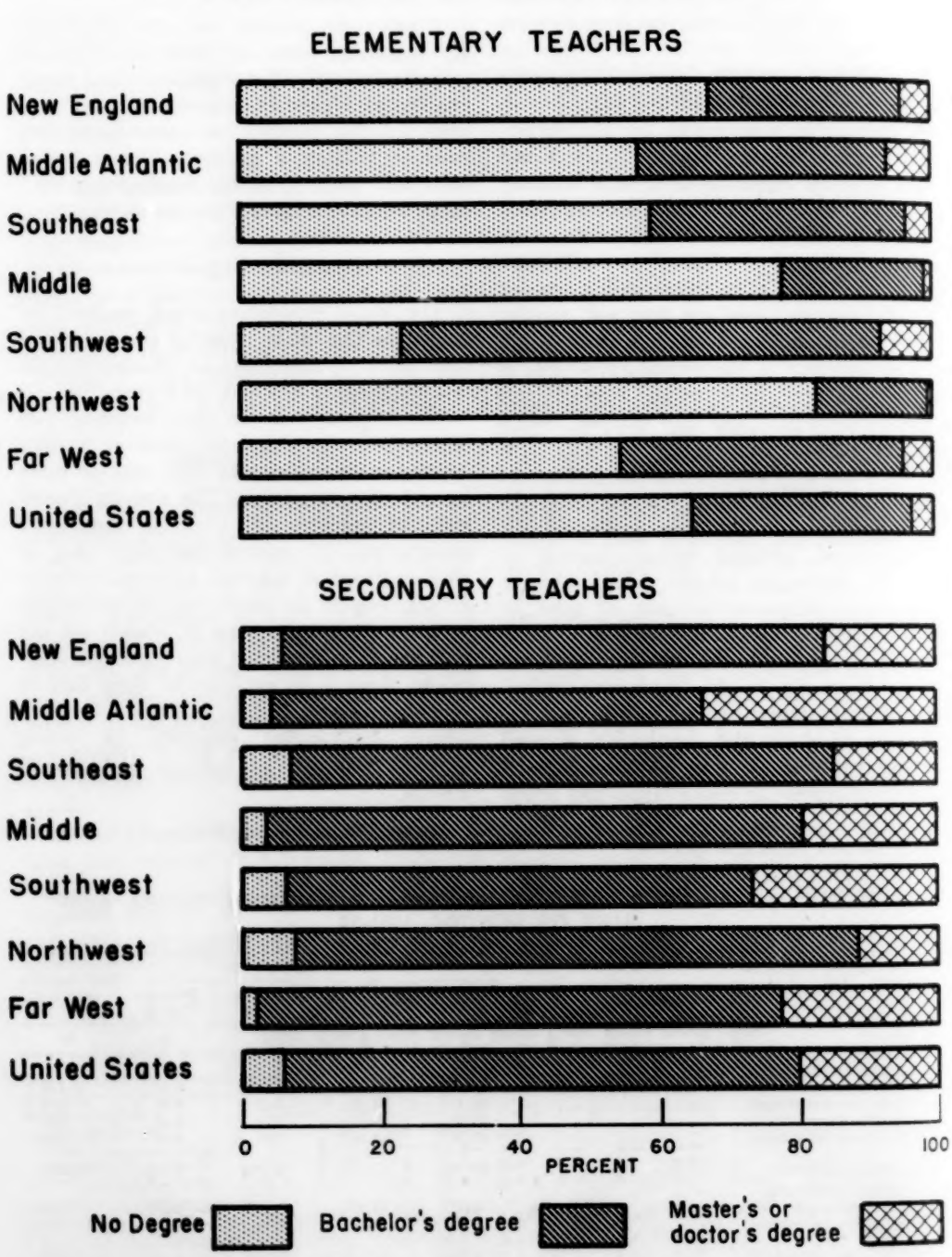
[2] National Education Association, Research Division. "City Teachers: Their Preparation, Salaries, and Experience." *Research Bulletin* 18: 9-15; January 1940.

TABLE 5.—TRAINING OF RURAL TEACHERS BY SCHOOL LEVEL AND SIZE OF SCHOOL, 1951-52

Classification	Percent of teachers with				Total number reporting
	No degree	Bachelor's degree	Master's degree	Doctor's degree	
1	2	3	4	5	6
Size of school—elementary					
1-teacher schools	76.8%	21.3%	1.9%	0.0%	1,338
2- and 3-teacher schools	61.2	34.5	4.3	0.0	974
4- to 10-teacher schools	53.9	39.7	6.4	0.0	789
Over 10-teacher schools	52.8	41.6	5.6	0.0	339
All elementary schools	64.7%	31.3%	4.0%	0.0%	3,440
Size of school—secondary					
10- or fewer teacher schools	4.4%	76.4%	18.4%	0.8%	365
Over 10-teacher schools	5.9	72.8	21.3	0.0	455
All secondary schools	5.2%	74.4%	20.0%	0.4%	820

FIGURE II

DISTRIBUTION OF RURAL TEACHERS BY LEVELS OF TRAINING AND REGIONS, 1951-52



During the past 15 years, the average experience of rural elementary-school teachers has just about doubled. A study of rural teachers employed in 1936-37 reported the median experience of teachers in 1-teacher rural schools at 5.3 years.[3] Today the average is 13.8 years. In 1936-37 the median experience in schools of 2 or more teachers was 7.3 years. This present study shows for 2- and 3-teacher elementary schools an average of 14.1 years; for 4- to 10-teacher elementary schools, 14.3 years; and for elementary schools of over 10 teachers, 15.9 years.

Figure III portrays an interesting picture of teaching experience by region. Only in the Northwest did the majority of elementary-school teachers reporting have 10 or fewer years of experience. In the Middle Atlantic states less than 1 in 4 elementary teachers had 10 or fewer years of experience. It is also interesting to note that over three-fourths of the respondents in secondary schools in New England reported 10 or fewer years. The generally larger percents of young teachers in the Western regions again tie in with the general population movement in that direction.

Membership in the National Education Association

During the school year 1951-52 there were approximately 1,026,000 teachers employed in public elementary and secondary schools in the continental United States. As of May 31, 1952, 479,926 of these teachers, or 46.8 percent, were members of the National Education Association. On the other hand, 2257 of the 4165 respondents in this study (54.2 percent) indicated they belonged to the Association. Thus, it appears that rural teachers now are somewhat more likely to belong to the National Education Association than are teachers in general.

Trends in membership—A study published by the NEA Research Division in 1939 reported: "Seldom . . . is he [the typical rural teacher] a member of a national organization of teachers."[4] That study, which was based upon teachers employed during the school year 1936-37, found that only 8.7 percent of the teachers in the 1-teacher rural schools and 15.9 percent of the teachers in rural schools of 2 or more teachers were members of a national organization of teachers. It is most interesting to compare the record of 15 years ago with information reported by respondents in 1951-52:

Elementary-school teachers in:	*Percent reporting membership in NEA, 1951-52*
1-teacher rural schools	52.0%
2- and 3-teacher rural schools	50.3
4- to 10-teacher rural schools	57.7
Rural schools of over 10 teachers	60.8
All rural elementary schools	53.7%
Secondary-school teachers in:	
Rural schools of 10 or fewer teachers	53.1%
Rural schools of over 10 teachers	58.6
All rural secondary schools	56.2%

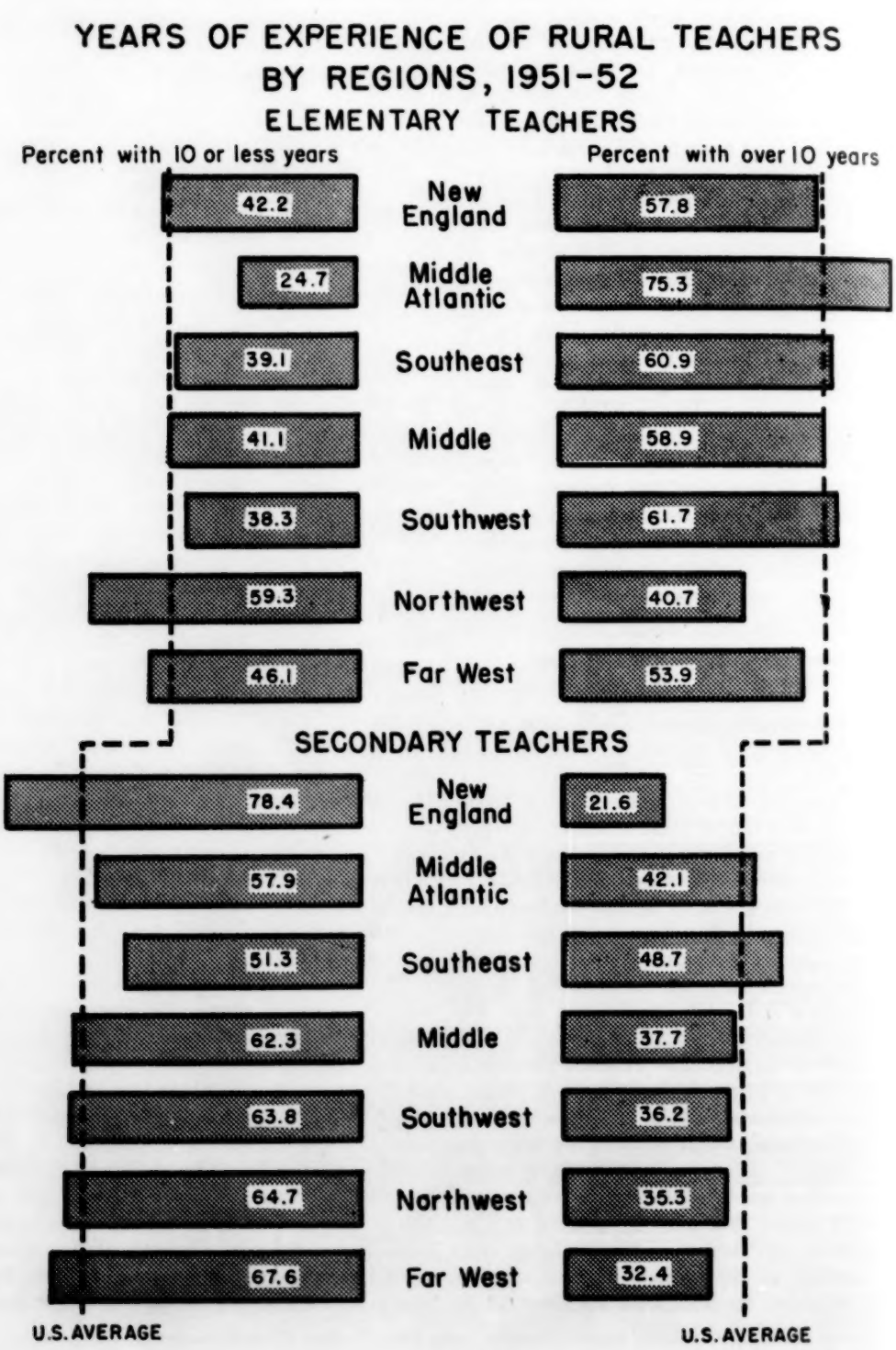
There seems to be some evidence in the preceding data that teachers in the larger rural schools tend to join the National Education Association in significantly larger proportions than the teachers in the smaller rural schools. Also, it appears that rural secondary-school teachers are somewhat more likely to belong than rural elementary-school teachers.

Membership by training and experience—The more training and experience rural teachers had, the more likely that they belonged to their national professional organization. About 53 percent of the teachers with 1 year of experience said they belonged to the National Education Association, whereas almost 59 percent of those with over 30 years of experience said they were members. The amount of training the teacher had seemed to have considerably more effect. Only 40.3 percent of the teachers with no college training belonged, while 60.5 percent—half again as many—of the teachers with master's degrees belonged.

Membership by size of school district—The size of the school district in which the rural teacher was employed seemed to have a more striking effect than either experience or training. Of the teachers working in school districts where they were the only teacher employed, only a little over 2 in 5 belonged to the National Education Association. Of those working in school districts employing 100 to 199 teachers, about 4 in every 5 were members. Altho percents dropped off in school districts employing 200 or more teachers, the proportions remained considerably larger than

[3] National Education Association, Research Division. "The Rural Teacher's Economic Status," *op. cit.*, p. 42.
[4] *Ibid.*, p. 40.

FIGURE III


YEARS OF EXPERIENCE OF RURAL TEACHERS
BY REGIONS, 1951-52
ELEMENTARY TEACHERS
Percent with 10 or less years
Percent with over 10 years
New England
42.2
57.8
Middle Atlantic
24.7
75.3
Southeast
39.1
60.9
Middle
41.1
58.9
Southwest
38.3
61.7
Northwest
59.3
40.7
Far West
46.1
53.9
SECONDARY TEACHERS
New England
78.4
21.6
Middle Atlantic
57.9
42.1
Southeast
51.3
48.7
Middle
62.3
37.7
Southwest
63.8
36.2
Northwest
64.7
35.3
Far West
67.6
32.4
U.S. AVERAGE
U.S. AVERAGE

in districts employing only a few teachers. The data are as follows:

Teachers working in school districts employing:	*Percent belonging to National Education Association*
1 teacher	41.9%
2 or 3 teachers	43.4
4 to 9 teachers	49.4
10 to 19 teachers	51.4
20 to 29 teachers	55.6
30 to 49 teachers	57.5
50 to 99 teachers	70.4
100 to 199 teachers	79.1
200 to 299 teachers	73.8
300 or more teachers	71.0

Membership by marital status and sex—Two other relationships seemed important in tabulating and analyzing the data on membership: marital status and sex. In other words, do single teachers join in larger proportions than married teachers, and do men join more frequently than women? Altho the percent differences were small, the answer to the first question was "yes" and to the second "no." Of the single teachers, 56.6 percent belonged; of the married teachers, 53.3 percent. The women outnumbered the men in membership 54.5 percent to 52.9 percent.

Membership by regions—Rural teacher membership in the National Education Association was reported highest, percentagewise, in the Middle Atlantic, Southeast, and Far West regions. It was reported lowest in the Southwest and in New England. Table 6 gives the figures.

TABLE 6.—NEA MEMBERSHIP OF RURAL TEACHERS, 1951-52

Classification	Percent of rural teachers in							
	New England[a]	Middle Atlantic[a]	Southeast[a]	Middle[a]	Southwest[a]	Northwest[a]	Far West[a]	All regions
1	2	3	4	5	6	7	8	9
Elementary-school teachers who are NEA members	38.5%	69.4%	63.8%	41.2%	32.5%	54.2%	59.5%	53.7%
Number reporting	213	545	757	826	212	511	289	3,353
Secondary-school teachers who are NEA members	47.2%	68.5%	62.3%	47.0%	27.1%	62.6%	60.3%	56.2%
Number reporting	53	108	220	200	48	115	68	812

[a] See Table 1, page 6, for states comprising each region.

IV. Living Conditions

How does the typical rural school teacher get to and from his work? Some would have us believe he still travels by horseback. How far away from his work does he live—5 miles, 10 miles, just over the hill, or only a little way down the creek? In what kind of place does he live? Frequently he is pictured as boarding and rooming with an isolated farm family, sharing his dimly lighted, meagerly furnished room with one of the smaller children. What types of modern conveniences and facilities are available (or unavailable) in the place in which he lives? How satisfied (or dissatisfied) is he with his living conditions? Such are the questions dealt with in this section of the report.

Distance from School

The average elementary-school teacher responding to the inquiry lived almost 5.0 miles from school, the average secondary teacher 3.3 miles. The over-all average, 4.6 miles (one way), is based on 4121 individual reports. This means the typical rural teacher travels at least 1600 miles a year getting to and from his work on school days. Counting extra trips at night and on Saturdays for special school activities, PTA meetings, and professional meetings, it is estimated he travels another 200 to 400 miles each year.

On the basis of the replies received, it would appear that the smaller the school the farther the teacher was likely to live from it. The average distance for elementary-school teachers in 1-teacher schools was half again as far as for elementary-school teachers in schools of more than 10 teachers. It is also interesting to note that only 24.8 percent of those working in 1-teacher elementary schools lived within a mile of school as compared with 47.7 percent of those in elementary schools with over 10 teachers.

Slightly less than one-third of the elementary-school teachers and three-fifths of the secondary-school teachers lived within what might be considered reasonable walking distance from school—less than 1 mile. But, on the other hand, 1 in every 7 elementary-school teachers and 1 in 10 secondary-school teachers lived 11 or more miles from their work.

Rural teachers in 1951-52 appeared to live at least twice as far from the schools in which they worked as they did 15 years ago. The median distance from school for teachers in 1-teacher schools in 1936-37 was 1.9 miles[1] as compared with an average of 5.3 miles in 1951-52. The median for 2- or more teacher schools 15 years ago was 2.0 miles; the average for elementary schools of 2 or more teachers in 1951-52 was 4.7 miles.

Two conclusions might be drawn from these data: (a) with a greatly improved system of primary and secondary roads, it is now possible for teachers to live farther from their work; (b) the shortage of teachers during and since World War II has made it impractical for boards of education to insist that teachers live within the school community.

Table H (in the Appendix) gives complete details on the distances that rural teachers live from school.

Getting to and from School

How does the rural school teacher get to and from his work? Of the 4229 teachers answering this question, 27.5 percent walked, 55.9 percent drove their own cars, 10.5 percent rode with someone else in a car, 5.0 percent rode the school bus, 0.7 percent used a public bus, and 0.3 percent used a taxi. Only 1 person in the entire group reported going to and from school via horseback. Data on the costs of getting to and from school are reported in Section VII.

Place of Residence

It is generally believed that most boards of education prefer that teachers they employ live within the school districts. In this study, 57.2 percent of the elementary-school teachers and 79.9 percent of the secondary-school teachers lived within the district. The difference in these percents points to the continued shortage of trained teachers for elementary-school positions, and to the fact that high schools are likely to be located in centers of

[1] National Education Association, Research Division. "The Rural Teacher's Economic Status." Research Bulletin 17: 42; January 1939.

population where adequate living facilities are available. While boards of education have been reasonably successful in getting secondary-school teachers to live in the school district, they have had to accept large numbers of elementary-school teachers who live elsewhere.

The following data substantiate the theory that the smaller the school the less likely the teacher is to live within the school district:

Elementary-school teachers in:	*Percent living outside the school district*
1-teacher schools	48.6%
2- and 3-teacher schools	45.4
4- to 10-teacher schools	37.5
Schools with over 10 teachers	25.3
All elementary-school teachers	42.8%
Secondary-school teachers in:	
Schools with 10 or fewer teachers	21.0%
Schools with over 10 teachers	19.4
All secondary-school teachers	20.1%

The percent of rural teachers living outside the school district where they work varies widely from one geographical region to another. It tends to be largest where school districts, on the average, are smallest; for example, the Middle states which contain many very small elementary-school districts. The percents by region are as follows:

Elementary-school teachers in:	*Percent living outside the school district*
New England	34.9%
Middle Atlantic	48.8
Southeast	33.6
Middle	59.8
Southwest	37.3
Northwest	33.5
Far West	33.9
Secondary-school teachers in:	
New England	11.5%
Middle Atlantic	32.1
Southeast	22.8
Middle	24.4
Southwest	27.7
Northwest	6.9
Far West	4.4

Living Arrangements

Fifteen years ago the percent of rural teachers who owned or were buying their homes ranged from 15 to 20 percent for teachers in various sizes of schools.[2] According to respondents in 1951-52, 50.3 percent of the rural elementary-school teachers and 30.6 percent of the rural secondary-school teachers owned or were buying their homes. Altho the school-size classifications are not exactly comparable in the 2 studies, it is safe to report that the incidence of home ownership among rural teachers as a whole is at least twice as great as it was 15 years ago. In one category where data were directly comparable—teachers in 1-teacher schools—the increase was from 14.6 percent in 1936-37 to 48.8 percent in 1951-52.

Such comparisons as those above seem to indicate that the typical rural teacher may be in a somewhat sounder economic position than he was a decade and a half ago. Certainly, a significantly larger percent of them enjoy the greater personal security that comes with owning one's own home. Of course, a considerable portion of the increase in home ownership can be attributed to the fact that a much larger percent of rural teachers are now married.

The typical rural teacher is frequently thought of as a young woman in her early 20's who lives with her parents—a person who, because of the way she lives, does not have financial obligations comparable with those of other workers. It was shown earlier in this report that the typical elementary-school teacher is in his 40's and the typical secondary-school teacher in his 30's. Now it can be shown that only a small percent live with their parents on a nonpaying basis. A total of 16.1 percent of the elementary-school teachers and 12.0 percent of the secondary-school teachers reported they lived with their parents or other relatives. Of these groups about half paid rent and half did not. Actually, only 8.9 percent of the elementary-school teachers and 6.5 percent of the secondary-school teachers indicated they were not subject to the normal costs of food and shelter (see items 4 and 8 in Table 7).

A few, 5.8 percent of the elementary-school teachers and 3.2 percent of the secondary-school teachers, reported they were given living quarters as part of their teaching salaries, but such allowances almost always result in smaller cash salaries.

The majority of all rural teachers, both elementary and secondary, either owned (or were buying) or were renting the places in

[2] *Ibid.*, p. 42.

which they lived. The details are given in Table 7.

Types of Living Accommodations

The great majority of all respondents reported they lived in private homes—82.6 percent of the elementary-school teachers and 71.1 percent of the secondary-school teachers. As is indicated in Table 7, many of these homes are owned by the teachers themselves. A surprisingly small number, on the other hand, lived in boarding and rooming houses: 1.7 percent of the elementary-school teachers and 5.5 percent of the secondary-school teachers.

One of the most interesting aspects of this part of the study was the great variety of places reported by a small group of rural teachers which constituted between 1 and 2 percent of the total reporting. Of this group, 31 reported they lived in trailers; 16, in parsonages. One of the trailer inhabitants reported that he taught in a school on a ranch which had only one pupil. "It was customary," said the teacher, "for the schoolmaster to live in the bunkhouse with the cowboys. But they don't bathe frequently enough to suit me—so I live alone in a trailer."

Teacherages owned and maintained by boards of education have been widely recommended as a means of solving the housing problems of rural teachers living in isolated areas. Out of a total of 262 teachers who reported living in such establishments, 115 were employed in 1-teacher schools and 68 in schools of 2 or 3 teachers. Teacherages for personnel in the larger elementary and secondary schools were not mentioned frequently.

A complete distribution is given in Table 8. A few of the private homes and teacherages were identified by the respondents as "cabins" or "shacks," but the numbers so labeled constituted less than 1 percent of the total of each group.

Table 9 shows how the types of places in which rural teachers live vary from region to region. Teacherages are fairly common in

TABLE 7.—LIVING ARRANGEMENTS OF RURAL TEACHERS, 1951-52

Living arrangement	Percent of	
	Elementary-school teachers	Secondary-school teachers
1	2	3
Own or are buying	50.3%	30.6%
Rent	18.1	36.7
Live with parents or other relatives but pay rent	7.8	5.9
Live with parents or other relatives and pay no rent	8.3	6.1
Rooming with nonrelatives and pay rent	8.8	17.0
Given living quarters as part of teaching salary	5.8	3.2
Living quarters furnished as part of nonteaching salary	0.3	0.1
Living quarters furnished as part of spouse's salary	0.6	0.4
Number reporting	3,426	819

TABLE 8.—TYPES OF PLACES IN WHICH RURAL TEACHERS LIVE, 1951-52

Types of places	Percent of	
	Elementary-school teachers	Secondary-school teachers
1	2	3
Private home	82.6%	71.1%
Apartment in private home	4.2	9.2
Apartment house	3.7	7.8
Teacherage	6.4	5.0
Rooming house	0.7	2.8
Boarding house	1.0	2.7
Hotel	0.1	0.9
Trailer	0.9	0.2
Parsonage	0.4	0.1
Others	*	0.2
Number reporting	3,435	820

* Less than 0.1 percent.

the Southwest, Far West, and Northwest. None were reported by respondents in the New England and Middle Atlantic regions and very few by those in the Southeast and Middle regions.

Adequacy of Living Quarters

In one section of the questionnaire rural teachers were asked to evaluate their living quarters by giving "yes" and "no" answers to a series of 10 questions. The purpose was to determine in what respects quarters were adequate and inadequate. The reports of all respondents who owned, were buying, or were renting houses were excluded from the tabulations since it was believed that the relative adequacy and inadequacy of such quarters could be controlled by the inhabitant. Data included in the tabulations discussed in this subsection represent between 1200 and 1300 rural teachers who lived in boarding and rooming houses, hotels, teacherages, rooms in private homes, and other such rented quarters that are limited in supply and over which the teacher, in most cases, has little or no control. The results described herein, therefore, cannot be construed as representing the total group of rural teachers.

The report on a similar study made 15 years ago said that the housing facilities of rural teachers as a group were inadequate.[8] Less than half the respondents at that time had a heated bedroom; almost half of the unmarried teachers had to share their room with one or more other persons. Again, the data in the two studies are not comparable in exact details; however, there is ample evidence that living conditions have improved.

Chances are a little better than 7 to 1 that today's rural teacher is reasonably well satisfied with the place in which he lives. At least this was the ratio of "yes" to "no" answers on the question: "Do you enjoy staying there?" The general trend of the answers to the other 9 questions seems to substantiate such a conclusion. The complete list of questions is shown in Table 10.

TABLE 10.—ADEQUACY OF LIVING ACCOMMODATIONS, 1951-52

Question	Percent of rural teachers answering "yes"
1	2
Is it (the place in which you live) comfortably furnished?	90.2%
Do you have a room to yourself?	86.0
Is the place warm enough in cold weather?	86.0
Is it cool enough in warm weather?	86.2
Does it have enough light during the day?	90.9
Does it have adequate light at night?	90.5
Do you have sufficient closet and storage space?	68.8
Is the place in good condition?	86.3
Is it overcrowded (too many people living there)?	11.8
Do you enjoy staying there?	88.2

With progress in rural electrification, the greatly improved economic status of the average American farmer, the improvements in transportation and communication, and other positive changes in rural life since the depression of the 1930's, it was expected that rural teachers would report some improvement in general living conditions. Rural life has improved generally and it has affected the rural teacher as well as others.

On the negative side of the picture, it is noted that 1 in every 7 rural teachers still

[8] *Ibid.*, p. 43.

TABLE 9.—TYPES OF PLACES IN WHICH RURAL TEACHERS LIVE, BY REGION,[a] 1951-52

Places	Percent of teachers in							
	New England	Middle Atlantic	South-east	Middle	South-west	North-west	Far West	All regions
1	2	3	4	5	6	7	8	9
Private home	77.8%	86.3%	85.8%	84.0%	71.8%	71.5%	67.7%	80.4%
Apartment in private home	10.2	5.8	4.5	6.5	1.9	4.1	1.9	5.1
Apartment house	6.2	5.2	3.0	3.9	3.0	5.2	7.8	4.5
Teacherage	0.0	0.0	3.5	1.6	21.0	13.4	18.9	6.1
Rooming house	1.1	1.2	1.0	1.2	0.4	1.4	0.6	1.1
Boarding house	2.9	0.5	1.7	1.3	0.7	1.4	0.8	1.3
Hotel	0.0	0.1	0.0	0.2	0.4	0.8	0.6	0.3
Trailer	0.4	0.5	0.1	0.8	0.4	1.7	1.7	0.7
Parsonage	0.7	0.4	0.4	0.5	0.4	0.2	....	0.4
Others	0.7	0.0	0.0	0.0	0.0	0.3	....	0.1
Number reporting	275	657	1,012	1,052	266	634	359	4,255

[a] See table 1, page 6, for states comprising each region.

did not have a room of his own. The same number reported inadequate heating in cold weather. Almost one-third of the respondents reported inadequate closet and storage space.

Considering the replies to the key question, "Do you enjoy staying there?" on a regional basis, we find that rural teachers in the Western states showed the greatest amount of dissatisfaction.

Do you enjoy staying there?	*Percent of teachers saying "no"*
New England	8.9%
Middle Atlantic	11.1
Southeast	9.0
Middle	8.5
Southwest	20.0
Northwest	14.4
Far West	16.4
All regions	11.8%

TABLE 11.—FACILITIES AND CONVENIENCES AVAILABLE IN LIVING QUARTERS OF RURAL TEACHERS, 1951-52

Facilities and conveniences	Percent reporting facilities available	
	Elementary-school teachers	Secondary-school teachers
1	2	3
Lighting		
Electric lights	96.4%	99.5%
Gas lights	1.2	0.1
Oil lamps	2.4	0.4
Number of teachers reporting	3,331	811
Water supply		
Piped-in public water supply	40.0%	57.1%
Well, tank, or reservoir, piped into house	42.0	35.4
Carried from outside well or cistern	18.0	7.5
Number of teachers reporting	3,291	810
Heating		
Central system (hot water, steam, or hot air)	51.6%	57.6%
Rooms individually heated	46.7	41.3
One stove for all rooms	0.3	0.0
No heating	1.4	1.1
Number of teachers reporting	3,220	801
Cooking		
Electricity	38.1%	44.5%
Gas	40.6	38.5
Oil	5.1	3.0
Coal or wood	10.8	3.5
Type not indicated	1.6	2.6
No facilities for cooking	3.8	7.9
Number of teachers reporting	3,260	808
Toilet		
Inside flush	70.4%	87.4%
Inside chemical	2.0	2.7
Outside	27.6	9.9
Number of teachers reporting	3,322	811
Bathing facilities		
Bathtub (hot and cold water)	46.1%	61.5%
Bathtub (cold water only)	3.1	2.1
Shower (hot and cold water)	7.8	8.4
Shower (cold water only)	0.3	0.4
Bathtub and shower	14.2	14.9
No bathtub or shower	28.5	12.7
Number of teachers reporting	3,295	806
Miscellaneous facilities		
Iron	91.5%	89.0%
Laundry tubs	49.7	43.2
Washing machine	75.2	67.3
Space for entertaining friends	91.3	89.9
Telephone	63.8	70.4
Radio	94.0	90.0
Television	12.4	12.0
Number of teachers reporting	3,260	808

Conveniences and Facilities Available to Rural Teachers

This is one of the most interesting and significant sections in the entire report. It is based upon the replies of over 4000 rural teachers who own their own homes, live in rented rooms, occupy teacherages, or board and room in private residences (see Table 9 for the types of places represented).

While on the whole the study revealed considerable progress in living conditions for the average rural teacher, there were indications that a considerable portion of the entire group is still without conveniences and facilities generally considered necessary in the middle of the twentieth century.

Fifteen years ago the situation was described thus:

> The teacher [typical rural] usually has magazines, newspapers, and a radio. A little more often than not he also has electric current, running water, a bathtub or shower, and an indoor toilet. On the other hand, the chances are against his having a telephone, central heating, a heated bedroom, and gas for cooking or heating.[4]

Of the teachers who worked in 1-teacher schools in 1936-37, only 40.2 percent had electric lights in the places where they lived, only 33.3 percent had running water, and only 28.2 percent had a bathtub or shower. In 1951-52, nearly all these teachers (92.8 percent) had electric lights, 74.4 percent had running water, and 61.5 percent had a bathtub or shower.

Nearly half the rural teachers in 1936-37 did not have inside toilets; about 1 in 5 did not have a radio. Today over three-fourths have inside toilets; 93 percent have radios. One in every 8 even has access to a television set.

[4] *Ibid.*, p. 40.

It can be observed in Table 11 that rural secondary-school teachers live somewhat better than their fellow workers in the elementary schools. It is also apparent that the larger the school in which the teacher is employed the more likely it is that he has access to modern conveniences and facilities in the place where he lives (see Table J in the Appendix). The percent of elementary-school teachers having electric lights in their places of residence varied from 92.8 percent for those employed in 1-teacher schools to 99.4 percent for those employed in schools of over 10 rooms. For the same school-size classifications the percents having inside toilets ranged from 62.5 to 85.5; the percents having bathtubs or showers, from 61.5 to 85.2. Of some interest is the fact that 4.4 percent of the teachers in 1-teacher schools reported having a bathtub or shower with *cold water only*.

The availability of modern living conveniences by regions presents another interesting picture. Table 12 shows that rural teachers in the Southeast and Northwest are less likely to have access to most facilities than teachers in other regions. Teachers in both regions consistently ran below the national average. In a few categories teachers in the Far West and Southwest were also low.

Table 13 makes comparisons between rural teachers who maintain their own households and those who do not. It can be shown that teachers who are able to maintain their own home in a house or apartment are more likely to have the facilities and conveniences that make living easier and more enjoyable. For instance, 85.3 percent of the elementary-school teachers who maintained their own households had running water as compared with 75.3 percent of those who boarded or roomed.

TABLE 12.—FACILITIES AND CONVENIENCES AVAILABLE IN LIVING QUARTERS OF RURAL TEACHERS, BY REGIONS,[a] 1951-52

Conveniences and facilities	Percent of rural teachers in							
	New England	Middle Atlantic	Southeast	Middle	Southwest	Northwest	Far West	All regions
1	2	3	4	5	6	7	8	9
Electric lights	99.3%	98.4%	96.0%	99.1%	96.9%	93.9%	94.9%	97.0%
Running water	95.8	93.3	76.6	85.4	85.6	72.9	94.0	84.1
Inside toilet	88.8	85.1	63.6	80.0	71.4	69.2	86.7	75.9
Bathtub or shower	84.4	85.0	63.4	79.2	76.3	63.1	85.8	74.6
Telephone	79.3	76.9	47.7	79.9	48.0	62.5	54.8	65.1
Radio	92.7	96.2	93.1	96.3	90.7	89.5	87.5	93.2

[a] See Table 1, page 6, for states comprising each region.

TABLE 13.—FACILITIES AND CONVENIENCES AVAILABLE IN LIVING QUARTERS OF RURAL TEACHERS, BY TYPE OF LIVING ARRANGEMENT, 1951-52

Facilities and conveniences	Percent of elementary-school teachers who		Percent of secondary-school teachers who	
	Own or rent their own home[a]	Board or room[b]	Own or rent their own home[a]	Board or room[b]
1	2	3	4	5
Electric lights	97.9%	93.4%	99.8%	98.9%
Running water	85.3	75.3	93.8	90.1
Central heating system	53.6	47.3	58.5	55.7
Electricity or gas for cooking	84.6	66.3	91.7	67.0
Inside toilet	76.8	63.4	89.6	91.2
Bathtub or shower	76.9	60.4	88.8	84.7
Telephone	65.7	59.6	69.4	72.3
Radio	95.7	90.5	93.9	82.6

[a] Includes teachers who own or rent private homes or apartments—in other words, those who maintain households.
[b] All teachers not included in [a]. Most of these are teachers who board and /or room or live in teacherages.

V. The Rural Teacher's Job

How attractive is the typical rural teaching position? What are its strengths and weaknesses? How much and what kind of protection does the rural teacher have in his job? What factors determine how much he is paid? How much is he expected to do aside from teaching? Such are the questions dealt with in this section of the report.

Contracts

A little less than 93 percent of the elementary-school teachers and a little over 95 percent of the secondary-school teachers signed contracts for the positions they were holding during the school year 1951-52. The presence of written contracts, however, varied according to the sizes of schools in which teachers were employed.

	Percent signing written contracts
Elementary-school teachers in:	
1-teacher schools	90.7%
2- and 3-teacher schools	92.2
4- to 10-teacher schools	94.9
Over 10-teacher schools	95.3
All elementary-school teachers	92.6%
Secondary-school teachers in:	
Schools of 10 or fewer teachers	95.1%
Schools of more than 10 teachers	95.2
All secondary-school teachers	95.1%

Most rural teachers' contracts are for 1-year periods. Over 70 percent of the elementary- and secondary-school teachers reported the contracts under which they were working in 1951-52 were for a single year. Another large group (19.2 percent of the elementary-school teachers and 18.6 percent of the secondary-school teachers) was on a continuing contract basis, a contract that stays in effect year after year until the teacher is retired or dismissed. Another group of some size was on an indefinite employment basis: 8.8 percent of the elementary-school teachers and 6.6 percent of the secondary-school teachers.

There were very few employed on any other basis. A total of 53 elementary- and 32 secondary-school teachers were employed on longer-term contracts ranging from 2 to 5 years; however, in each case the total constituted only a small percent of those employed.

Contract Conditions

To determine the extent to which rural teachers are required to accept conditions that are not normally imposed on other professional workers, respondents were asked to answer this question:

> In signing your contract or in making verbal agreements with your employer, were you required to accept any conditions or assume any responsibilities which you think are unreasonable or unfair? (For instance: drive a school bus, teach a Sunday school class, clean the schoolhouse, not have dates, remain in the community on week ends.)

Only 5.9 percent of the elementary-school and 1.7 percent of the secondary-school respondents to the question reported any unfavorable conditions. The items reported by the secondary-school teachers were few in number and so scattered that the results at this level are of little statistical significance. This report, therefore, will be limited to conditions and responsibilities reported by elementary-school teachers.

Because respondents were given the choice of signing or not signing the questionnaire, and because all forms were returned direct to the NEA Research Division, there was no reason for the teachers to avoid listing unfair conditions if there were any.

Table 14 shows that 204 respondents reported a total of 278 unfair or unreasonable conditions or responsibilities. The incidence of such conditions varied, as would be expected, according to the size of the school: 8.9 percent of the respondents in 1-teacher schools reported one or more unfair conditions as compared with only 1.2 percent of the respondents in schools of over 10 rooms.

Custodial duties, like cleaning the school building, tending the fire, and hauling fuel, accounted for the great majority of the unfair conditions and responsibilities reported. It is believed that such conditions in many cases are imposed out of pure necessity. It is probably difficult and sometimes impossible to obtain part-time custodial service for schools in some remote locations.

The belief is prevalent thruout the United States that the personal lives of many rural

teachers are rigidly controlled by boards of education. Are most rural teachers required to remain in the community over week ends, to not have dates, to refrain from smoking, and not attend dances? The data submitted in this study constitute a resounding "no" to all such questions.

Some conditions and responsibilities thought to be unreasonable or unfair by some teachers would not be so considered by other teachers. The information in Table 14 is based on the opinions of the individual teachers.

In addition to conditions and responsibilities in Table 14, 3 secondary-school teachers reported that they were required to attend all school functions; one was required to register and vote for a specific political party in each election.

The incidence of unreasonable and unfair employment conditions showed considerable variation from 1 section of the country to another. Only 1.8 percent of the rural elementary-school teachers in New England reported 1 or more unfavorable conditions, whereas 10.6 percent of those in the Northwest reported 1 or more.

Rural elementary-school teachers in:	*Percent reporting one or more unreasonable or unfair conditions*
New England	1.8%
Middle Atlantic	4.5
Southeast	5.2
Middle	5.8
Southwest	7.3
Northwest	10.6
Far West	4.8

Use of Salary Schedules

Altho practically all the larger city school systems and 9 out of 10 systems in cities of over 2500 population pay teachers on the basis of definite salary schedules,[1] only 58.2 percent of the elementary-school teachers and 66.8 percent of the secondary-school teachers in rural areas reported their school systems had schedules that determined all (or nearly all) salaries.

Again, the larger the school the more likely that the teacher's salary was based upon a schedule. Also, the percent of secondary-school teachers reporting salary schedules exceeded to a significant degree the percent of elementary-school teachers.

Elementary-school teachers in:	*Percent reporting salary schedules*
1-teacher schools	50.1%
2- and 3-teacher schools	57.2
4- to 10-teacher schools	64.7
Over 10-teacher schools	75.8
All schools	58.2%
Secondary-school teachers in:	
Schools of 10 or fewer teachers	54.8%
Schools of more than 10 teachers	76.3
All schools	66.8%

In the states comprising the Northwest less than one-third of the rural teachers reported their districts had a definite salary schedule. On the other hand, nearly all the respondents in the Southeast reported schedules. Figure IV provides a picture of the widely varying practice in rural school systems.

Where rural teachers are paid on the basis of salary schedules, copies of the schedule in 9 out of 10 cases are available to teachers who want them. Where salaries are not based on definite schedules, most teachers individually arrange their salaries with boards of education.

Salary Discrimination

In one section of the questionnaire respondents were asked: "Do you know of one or more cases in your school district where a teacher with more training and experience than a fellow teacher is paid a smaller salary?" It was explained that the question was based upon the assumption that both are elementary-school teachers or both are secondary-school teachers and that they have approximately the same assigned duties. In other words, the question was not meant to reflect the effect of differences in assigned duties or the various school levels to which teachers are assigned.

The number replying to the question was smaller than for other questions in this section; however, a total of 3067 respondents did submit answers. Of the rural elementary-school teachers 17.8 percent said "yes" and 82.2 percent said "no"; of the secondary-school teachers 27.4 percent said "yes" and 72.6 percent said "no."

On a regional basis the extent of reported discrimination varied widely. The percent an-

[1] National Education Association, Research Division. "Salaries and Salary Schedules of City-School Employees." *Research Bulletin* 29: 77; April 1951.

swering "yes" to the question was only one-fourth as large in some regions as in others: New England, 28.7; Middle Atlantic, 17.6; Southeast, 8.8; Middle, 27.9; Southwest, 6.5; Northwest, 32.4; Far West, 25.1.

Contrary to what is generally considered sound educational practice, many school systems still pay more money to secondary-school teachers even when they have the same training and experience as elementary-school teachers. The next paragraph describes the extent of such practice.

In 1950-51 approximately 86 percent of the school systems in cities of 2500 population or more had salary schedules that made no distinctions between elementary- and secondary-school teachers.[2] Of the rural teachers reporting in 1951-52, only 58.4 percent on the elementary level and 66.3 percent on the secondary level said high-school and elementary-school teachers with the same qualifications were generally paid the same. Thus, rural school systems lag far behind city school systems in eliminating this type of salary discrimination.

[2] *Ibid.*

Factors Affecting Salaries

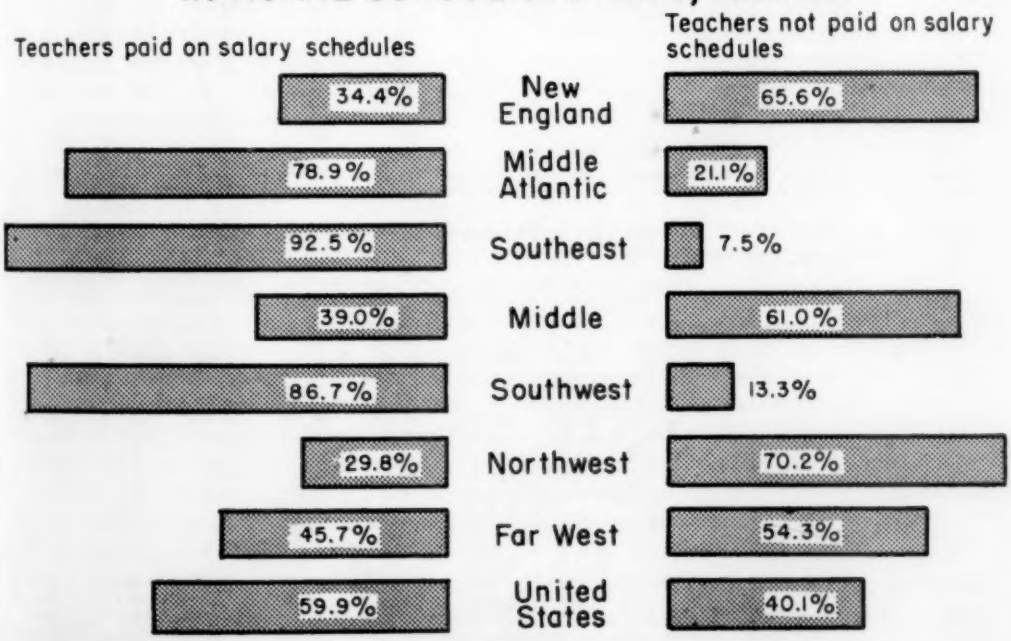
All teachers receiving the questionnaire, those paid on salary schedules and those who were not, were asked to check the factors which had some effect on the determination of salaries in their districts. Two factors—amount of college preparation and years of experience—were checked much more frequently than any of the others. A significant number, however, checked such items as location and size of school and the sex, marital status, and number of dependents of the teacher.

Most city school systems recognize training and experience in setting salaries, but very few provide differences in compensation for any other reasons. Rural school systems, on the basis of data reported in 1951-52, are much more likely to consider factors that have little or no connection with the job to be done.

As shown in Table 15, a total of 7816 factors were reported by 4266 rural teachers, an average of a little less than 2 factors per teacher. As pointed out earlier, these factors in most cases were amount of college prep-

FIGURE IV

PREVALENCE OF TEACHERS' SALARY SCHEDULES IN RURAL SCHOOL SYSTEMS, 1951-52



aration and years of experience, but the smaller the school the less likely that these were the 2.

Among the facts worth noting are the percents of teachers in the small schools who checked size and location of school. Such percents probably reflect the growing practice of paying extra amounts in the very small schools to compensate for the extra expense of transportation and to thus induce more of the qualified teachers to take jobs in them. The reader will note that the percents for these 2 factors decrease sharply as the schools increase in size.

Sex and marital status of the teacher apparently play more important roles in determining rural secondary-school teachers' salaries than in determining those for elementary-school teachers. The percents of secondary-school teachers checking these items were 2 or 3 times as large as the percents of elementary-school teachers.

The "all others" classification in Table 15 includes 38 teachers who reported "supply and demand of teachers" as a factor in determining salaries; 12 who reported "grade level" (apparently meaning sixth-grade teachers were paid more than first-grade teachers,

TABLE 14.—UNREASONABLE AND UNFAIR CONDITIONS OF EMPLOYMENT IMPOSED ON RURAL ELEMENTARY-SCHOOL TEACHERS, 1951-52

Unfair or unreasonable conditions and responsibilities	Number of times reported by teachers in				
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6
Clean schoolhouse	109	55	7	0	171
Tend fire	20	10	1	0	31
Cook, supervise, or serve school lunches	5	4	1	0	10
Long hours at school due to early and late bus transportation	1	6	2	1	10
Remain in community over week ends	4	4	0	1	9
Unreasonable responsibilities in community clubs, activities, etc.	1	2	4	2	9
Haul drinking water for school	6	1	0	0	7
Provide fuel for fire	7	0	0	0	7
Drive school bus or provide transportation for children	5	0	1	0	6
Restrictions on dates and visitors	3	0	0	0	3
Assume duties of principal without extra pay or relief from regular teaching load	0	2	1	0	3
Attend church	1	0	0	1	2
Act as general repair man	0	0	2	0	2
Teach in Sunday school	1	0	0	0	1
No smoking	1	0	0	0	1
Attend teachers meetings on Saturdays	1	0	0	0	1
Membership in teachers associations	0	0	1	0	1
Restrictions on dancing	0	1	0	0	1
Forfeit part of salary in case of resignation	1	0	0	0	1
Buy supplies for cleaning schoolhouse	1	0	0	0	1
Care of building and grounds during summer	0	0	1	0	1
Total conditions and responsibilities reported	167	85	21	5	278
Number reporting one or more conditions or responsibilities	119	64	17	4	204
Percent reporting one or more conditions or responsibilities	8.9%	6.6%	2.1%	1.2%	5.9%

TABLE 15.—FACTORS AFFECTING SALARIES OF RURAL TEACHERS, 1951-52

Factors	Percent of elementary-school teachers reporting that factor affects salaries, by size of school					Percent of secondary-school teachers reporting that factor affects salaries, by size of school		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10- or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
Amount of college preparation	58.6%	69.9%	76.0%	87.4%	68.6%	78.6%	89.2%	84.5%
Years of experience	56.4	64.1	70.6	75.4	63.7	77.5	86.2	82.3
Size of school	24.0	17.6	12.1	6.5	17.7	15.6	8.8	11.8
Sex of teacher	4.3	7.9	11.1	14.1	7.8	20.5	14.9	17.4
Location of school	12.5	8.4	7.1	4.7	9.3	10.1	6.8	8.3
Marital status of teacher	1.5	2.3	1.8	5.0	2.1	9.0	6.8	7.8
Number of dependents of teacher	2.6	3.1	3.3	3.5	3.0	5.2	6.2	5.7
All others	1.8	1.2	2.8	2.3	1.9	2.7	3.3	3.0
Number reporting	1,339	974	792	341	3,446	365	455	820
Total factors reported	2,164	1,699	1,463	678	6,004	801	1,011	1,812
Average number of factors per teacher	1.6	1.7	1.8	2.0	1.7	2.2	2.2	2.2

or vice-versa); 7, "grade on teachers examnations"; and 7, "military service." Other factors checked by smaller numbers of teachers were: "political influence," "local residence," "age," "amount of inservice training," "religious affiliation," "merit ratings," and "personal favoritism."

Individually, the factors in the "all others" classification are not statistically significant. They are listed merely to illustrate the unusual considerations that are sometimes taken into account in setting rural teachers' salaries. Some of these factors are difficult to justify either in terms of educational efficiency or in terms of common fairness.

Table I (see Appendix) gives a regional classification of factors affecting salaries. Here we find that college preparation and years of experience are considered more frequently in the Southeast, Southwest, and Middle Atlantic states than in other regions. Sex of teacher is an important factor in New England, the Middle states, and in the Northwest, but is a minor consideration in the Middle Atlantic, Southeast, and Southwest regions.

Campaign Contributions

In the past many people believed that substantial numbers of rural teachers were forced to contribute to the campaign funds of local school officials. No one knows, however, the exact extent to which this has been true in past years. Because such ideas still prevail in many sections, it was decided to try to measure the extent of such practice in rural areas in 1951-52.

Of the 3307 rural elementary-school teachers who answered a question about campaign contributions to persons seeking election to the local board of education, only 21 said they had been asked in a few cases and only 7 said they were usually asked. Of the 800 secondary-school teachers who responded, only 3 said they had been asked in a few cases and a like number that they were usually asked. Out of a total of 4107 teachers on both levels, 99.2 percent reported they were never asked.

In a second question regarding contributions to the campaign funds of persons seeking election to the office of school superintendent, the results were much the same: 99.5 percent of the entire group said they were never asked; only 0.1 percent said they were usually asked.

Because respondents were not asked to sign the blank, it is believed the answers are valid and reliable. The evidence collected in this phase of the study fully justifies the assertion that forced contributions from teachers in elections of school officials have just about disappeared from the American scene.

Sick Leave

In the school year 1950-51, 95 percent of the school systems in cities of 2500 or more population provided some sick leave for teachers at full pay. An additional 3 percent provided varying amounts of sick leave at less than full pay. Only 2 percent provided no sick leave of any kind. A great majority of the city school systems (84 percent) also made it possible for teachers to accumulate unused sick-leave allowances from one year to the next.[8]

The median amount of sick leave allowed by the city school systems granting some leave at full pay was 11 days. Among the smallest cities—those in the 2500 to 5000 population bracket—94 percent granted some sick leave at full pay and the median amount for this group was 9 days.

Table 16 provides information on sick-leave allowances granted to teachers in rural areas 1 year later. Approximately 7 in 10 rural elementary-school teachers and 8 in 10 rural secondary-school teachers reported they had some sick leave at full pay. The average amounts for those reporting some leave at full pay were 7.4 days for elementary-school teachers and 7.7 days for secondary-school teachers.

An additional 2.1 percent of the elementary and secondary respondents reported they were granted some leave at less than full pay. This leaves 27.8 percent of the elementary-school teachers and 18.1 percent of the secondary-school teachers with no sick leave of any kind.

It is thus established that city school systems provide sick leave to a greater proportion of their teachers and they provide it in considerably larger amounts.

Table 16 also shows that the larger the school in which the rural teacher is employed

[8] National Education Association, Research Division. "Teacher Personnel Procedures, 1950-51: Employment Conditions in Service." *Research Bulletin* 30: 52; April 1952.

the more likely it is that he has some sick leave of one kind or another. The proportion of rural teachers having no sick leave varied from 36.3 percent in 1-teacher elementary schools down to 15.4 percent in elementary schools of over 10 teachers.

Another interesting finding was that the percent of secondary-school teachers reporting some sick leave of one kind or another was significantly greater than the percent of elementary-school teachers. Only 18.1 percent of the rural secondary-school teachers reported no sick leave as compared with 27.8 percent of the rural elementary-school teachers.

Amounts of sick leave allowed show considerable variation from one geographical region to another, and the percent with no sick leave of any kind is several times as large in some regions as in others. In 2 of the 7 regions approximately half the respondents reported no leave allowed.

	Average days at full pay of those receiving some leave at full pay	*Percent of teachers with no sick leave*
New England	7.0	19.5%
Middle Atlantic	6.7	20.1
Southeast	9.2	32.1
Middle	7.2	11.3
Southwest	6.8	53.1
Northwest	5.5	47.3
Far West	8.6	10.9
All regions	7.5 [4]	25.9%

Retirement Benefits

An adequate retirement program, as well as reasonable allowances for sick leave and recognition of training and experience in scheduling salaries, contributes to the attractiveness of teaching as a career. The adequacy of eventual retirement benefits affects the program of recruiting new teachers and the ability of school systems to keep teachers presently employed.

[4] Of the 2862 teachers who reported some sick leave at full pay, 173 also reported additional days at part pay.

TABLE 16.—ANNUAL SICK-LEAVE ALLOWANCES OF RURAL TEACHERS, 1951-52

Classification	Percent of elementary-school teachers employed in					Percent of secondary-school teachers employed in		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10- or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
Number of days at full pay								
1-2	1.0%	0.1%	0.8%	0.3%	0.6%	0.3%	0.7%	0.5%
3-4	5.1	4.3	4.9	4.2	4.7	4.6	3.0	3.7
5-6	31.0	29.7	34.0	34.8	31.7	35.0	30.7	32.5
7-8	2.5	2.7	3.3	3.1	3.0	4.1	3.4	3.7
9-10	18.6	24.1	27.8	26.6	23.2	22.1	30.2	26.7
11-15	1.8	4.8	4.7	10.0	4.2	6.7	8.6	7.8
16-20	1.0	0.9	0.8	0.0	0.8	0.9	0.7	0.8
21-25	0.0	0.0	0.3	0.0	0.1	0.0	0.0	0.0
26-30	0.2	0.4	0.3	1.2	0.4	0.9	0.0	0.4
Over 30	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.0
Indefinite	1.4	1.5	1.4	0.3	1.3	6.4	1.6	3.7
Total	62.7%	68.6%	78.3%	82.5%	70.1% [a]	81.0%	78.9%	79.8% [b]
Average days at full pay of those receiving some full pay	7.0	7.7	7.5	7.8	7.4	7.6	7.9	7.7
Number of days at part pay by those reporting part pay only								
1-2	0.2%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
3-4	0.1	0.0	0.3	0.3	0.1	0.0	0.0	0.0
5-6	0.1	0.6	0.3	0.3	0.3	0.0	0.5	0.3
7-8	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.0
9-10	0.1	0.1	0.0	0.0	0.1	0.9	0.2	0.5
11-15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
16-20	0.3	0.4	0.5	0.0	0.3	0.0	0.5	0.3
21-25	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
26-30	0.1	0.8	0.0	0.6	0.3	0.0	0.0	0.0
Over 30	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0
Indefinite	0.2	0.4	2.2	0.6	0.8	0.6	1.3	1.0
Total	1.0%	2.4%	3.3%	2.1%	2.1%	1.5%	2.5%	2.1%
No sick leave either at full pay or part pay	36.3%	29.0%	18.4%	15.4%	27.8%	17.5%	18.6%	18.1%
Number reporting	1,189	914	756	331	3,190	343	440	783

[a] 125 of the 2237 teachers included in this group also were allowed additional days at less than full pay.
[b] 48 of the 625 teachers included in this group also were allowed additional days at less than full pay.

Practically all public-school teachers are now covered by statewide retirement systems.[5] In addition to the state systems, a number of the larger city school systems maintain retirement plans which provide extra benefits for their professional employees.[6] Eventual retirement allowances, however, vary widely from one system to another.

To measure the relative adequacy of eventual retirement incomes, respondents were asked whether they considered their present plans "generous," "adequate," or "inadequate." Only a few, 3.6 percent of the elementary-school teachers and 5.2 percent of the secondary-school teachers, described eventual benefits as "generous." Approximately half of the respondents on both levels reported that eventual benefits were, in their opinions, "inadequate."

Evaluation of anticipated retirement benefits	*Percent of rural*	
	Elementary-school teachers	*Secondary-school teachers*
Generous	3.6%	5.2%
Adequate	46.7	43.9
Inadequate	49.7	50.9

None of the 4266 teachers who responded to the question on retirement reported being covered by any type of local plan, altho 98.0 percent of the elementary-school teachers and 98.9 percent of the secondary-school teachers reported coverage by a state plan.

Again, opinion on the adequacy of retirement plans varied considerably from one region of the United States to another. The percent reporting benefits as either "adequate" or "generous" was half again as large in some regions as in others. Rural teachers in the states in the Far West showed the least amount of dissatisfaction with their retirement plans, but even here approximately one-third the respondents described eventual benefits as "inadequate." Table 17 gives the details.

Time Off for Professional Meetings

Most rural teachers reported they were able to obtain some time off without loss of pay to attend local and state teachers meetings. A lesser number, altho still a majority, said they could obtain time off without losing pay to attend national meetings of teachers.

On the other hand, a significant number could not obtain any time off to attend meetings at any of the three levels, a startling fact considering the generally recognized value of professional meetings. Apparently, many boards of education in rural areas have failed to recognize that attendance at such meetings is a sound investment in improved teaching—an investment which yields dividends that greatly outweigh the costs.

Can obtain some time off without loss of pay to attend:	*Percent of*	
	Elementary-school teachers	*Secondary-school teachers*
Local teachers meetings	84.8%	87.8%
State teachers meetings	84.0	91.2
National teachers meetings	62.0	70.2

[5] South Dakota is the only state that does not have a statewide retirement system for teachers.

[6] National Education Association, Research Division. "Public-School Retirement at the Half Century." *Research Bulletin* 28: 115-75; December 1950.

TABLE 17.—OPINIONS OF RURAL TEACHERS RELATIVE TO RETIREMENT BENEFITS, 1951-52

Regions[a]	Percent of rural teachers describing retirement plans as		
	Generous	Adequate	Inadequate
1	2	3	4
New England	0.8%	43.9%	55.3%
Middle Atlantic	2.9	52.1	45.0
Southeast	5.1	36.7	58.2
Middle	4.3	53.7	42.0
Southwest	6.8	34.6	58.6
Northwest	1.8	37.8	60.4
Far West	4.8	62.9	32.3
All regions	3.9%	46.2%	49.9%

[a] See Table 1, page 6, for states comprising each region.

VI. Conditions Affecting Instruction

There are many factors that affect both the quality of the work of the rural teacher and the amount of satisfaction that he gets from that work. Some subjects are to be carefully avoided in the classrooms of many rural communities, or the teachers therein will be subject to severe public criticism or possibly to disciplinary action by school authorities. This section provides information on the issues that rural teachers think it is wise to avoid discussing with laymen in the community, as well as with pupils in their classes.

Every teacher is expected to perform many other duties in addition to routine teaching, but in some school systems the daily schedules provide little or no time for such work. In this part of the report we find statistics on the adequacy of time for some of these essential duties.

This section also includes information on the types of rural school buildings being used and statistical data relative to the adequacy or inadequacy of facilities and equipment in buildings and classrooms.

Controversial Issues

Altho the public-school teacher should refrain from using his position in the classroom and his prestige in the community to promote partisan politics, sectarian religious views, or biased propaganda, he should be free to present all points of view on public issues and problems without fear of reprisals from any source. Segments of the public sometimes tend to forget that limitations on academic freedom infringe not only upon the freedom of teachers to teach, but also upon the freedom of children and youth to learn.

The National Education Association has made other studies[1] of the ways in which teachers are restricted in what they may teach; however, this study of rural teachers is based on a larger sampling than any conducted previously. The report of one of these studies[2] identified the following topics in the order that they were most frequently avoided in the classroom:

Sex
Criticism of prominent people
Separation of church and state
Race relations
Communism

In the present study of rural teachers the questionnaire listed 22 commonly recognized political, social, moral, and economic issues, and respondents were asked to identify the ones they did not feel free to discuss with pupils in the classroom and the ones they thought it wise to avoid discussing with laymen in the community. Blank spaces were provided for the listing and checking of other issues not mentioned in the blank.

Table 18 contains information reported by 4266 rural elementary- and secondary-school teachers. The data on controversial issues avoided in school are limited to those reported by secondary-school teachers since most of the issues do not constitute suitable subjectmatter for elementary-school children.

It is difficult to estimate the predictive value of the replies to this question. Some of the issues listed in the questionnaire are not issues in all communities. If the respondent were not conscious of the existence of an issue in his community, his questionnaire probably would not indicate that he felt the issue should be avoided. Thus, the percents for some items were probably lower than they would have been had the question been worded so as to eliminate answers for teachers in communities where the issue did not exist. Others, like sex education, communism, and separation of church and state, are issues in practically all school communities. The replies for such items are believed to be reasonably representative of all rural teachers.

In spite of the limitations pointed out in the preceding paragraph, the question provided some highly significant information. One in every 3 rural secondary-school teachers did not feel free to discuss sex with the pupils in his classes, and 1 in every 5 secondary-school teachers thought it unwise to discuss sex education with laymen in the community. Criticism of prominent business leaders was

[1] National Education Association, Research Division. "The Status of the Teaching Profession." *Research Bulletin* 18: 73; March 1940.

National Education Association, Committee on Tenure and Academic Freedom. *The Freedom of the Public-School Teacher.* Washington, D. C.: the Association, 1951. p. 10-31.

[2] The second of the studies mentioned above, p. 11.

considered dangerous in one-third of the classrooms and in one-fourth of the communities represented. Criticism of prominent political leaders was thought unwise in 21.8 percent of the classrooms and in 18.9 percent of the communities reported on by the secondary-school teachers. It was surprising to note that teachers did not even feel free to discuss problems of teacher welfare in a large number of cases.

One in 10 rural secondary-school teachers did not feel free to discuss communism with pupils; 1 in 13 felt the same way about socialism. The farther the subject was from the local scene, the freer teachers felt about discussing policies of government with students. An important segment, 8.7 percent, felt restrained in discussing policies of local government, but only about one-third as many felt the same way about policies of state and national governments.

It is also interesting to note that, with the exception of the first few items, the pattern of restraints to discussing controversial issues in the community followed very closely the pattern of restraints to discussion in the classroom. The typical rural teacher did not feel significantly more free to discuss most controversial issues with laymen in the community than he did to discuss them with pupils. In many cases he felt even less free.

Table K (see Appendix) shows how the avoidance of controversial issues varies from region to region. As would be expected, race relations is avoided by larger numbers of teachers in the Southeast and Southwest than in other regions. The discussion of sex with high-school students is not considered as dangerous in rural areas in the Far West and Northwest as it is in other regions. This, too, was not unexpected because well-developed programs of sex education are thought to be more prevalent in these regions.

Why Controversial Issues Are Avoided

The respondents to the question discussed in the preceding subsection were also asked to give the reasons why controversial issues were avoided. Thus it was possible to determine why various issues are sidestepped in the classroom and in community discussion.

Public opinion was by far the most frequent reason for avoiding issues both in the community and in the classroom. Next in importance was the fear of outside pressure groups. Very few, on the other hand, said they avoided discussing any issue because they were forbidden to do so by local school authorities.

TABLE 18.—ATTITUDES OF RURAL TEACHERS RELATIVE TO DISCUSSION OF CONTROVERSIAL ISSUES IN CLASSROOM AND IN COMMUNITY, 1951-52

Issues	Percent of teachers reporting it unwise to discuss issue with laymen in community		Percent of secondary-school teachers who do not feel free to discuss issue with students in classes
	Elementary-school teachers	Secondary-school teachers	
1	2	3	4
Sex (and sex education)	16.3%	20.7%	34.1%
Criticism of prominent business leaders	22.3	27.3	32.8
Criticism of prominent political leaders	16.7	18.9	21.8
Teacher welfare (salaries, retirement, etc.)	9.4	11.0	17.3
Separation of church and state	18.0	14.8	16.8
Important local school policies	6.8	11.7	15.9
Communism	10.1	8.8	10.1
Policies of local government	6.5	9.9	8.7
Socialism	10.6	8.2	7.8
Race relations	6.1	7.3	6.6
Pressure groups	6.0	4.6	5.1
Socialized medicine	4.2	4.1	3.8
Labor-management problems	6.3	4.3	2.9
Policies of state government	3.8	4.3	2.9
Policies of national government	4.5	4.6	2.8
Farm subsidies	3.9	3.3	2.3
Public control or ownership of industry	3.7	3.3	2.2
"Big business"	3.5	2.1	1.8
Federal aid to education	2.7	2.6	1.7
Policies of foreign governments	2.4	1.0	1.0
International relations	2.2	0.6	0.7
Public housing	1.9	0.9	0.7
Others	1.1	4.1	3.8
Number reporting	3,446	820	820

It is apparent that local board of education policies, superintendents' directives, and the rules of school principals do not seriously hamper the great majority of rural teachers in handling controversial issues. The statistics showed that when school authorities did forbid discussion, the topics were likely to involve separation of church and state, sex, teacher welfare, and important local school policies. Even here, however, the number reporting interference was very small as compared with the total number of respondents.

Fear of outside pressure groups figured prominently in the rural teacher's lack of freedom to discuss in the classroom such topics as policies of local and state government, activities of pressure groups, criticism of local business and political leaders, separation of church and state, socialized medicine, and labor-management problems.

Table L in the Appendix gives complete details on the major reasons why teachers avoid discussions of commonly recognized controversial issues.

Time for Essential Work

The school workday is organized in many school systems with complete disregard for the fact that all teachers need time for essential activities that are closely related to routine teaching. All need some time for planning their work, for correcting and grading work of pupils, for preparing various school reports that are invariably required, for conferences with individual pupils, for conferences with parents, and time to obtain advice and help from supervisors.

To measure the adequacy of time available for such activities in rural schools, the questionnaire asked teachers to check whether they had "sufficient time," "some but not enough," or "hardly any time." Because a great portion of such work is usually done at night or over week ends at home, teachers were asked to answer the question in terms of time available during the regular workday. The regular workday was defined as extending from the time the teacher was scheduled to arrive at school in the morning to the time he was scheduled to leave in the evening.

Again, it is difficult to measure the exact statistical value of the replies since the workday of some teachers extends from an hour to 2 hours before the children arrive in the morning to an hour to 2 hours after the children leave in the evening, while for others the scheduled workday roughly coincides with the school day of the children. In other words, the regular workday of some teachers lasts only 6 hours, but for others it may be as long as 11 or 12 hours. Whatever the length, each teacher has a more or less clearly defined working day, and the purpose of the question was to find out how much time was available for essential activities during that day.

Table 19 shows that the great majority of all elementary- and secondary-school teachers do not have sufficient time for any of the 6 activities mentioned. A very high percent (from 32.8 to 53.5 for the elementary-school teachers and from 42.4 to 70.8 for secondary-school teachers) reported "hardly any time" for the activities.

Rural secondary-school teachers felt they had less time for most of the activities than did the elementary-school teachers. This is partially explained by the added burden of extracurriculum activities at the junior and senior high-school levels. One fact is especially significant at the secondary-school level: 70.8 percent reported hardly any time was available for conferences with parents.

It can be noted that at both levels a great portion (perhaps well over 50 percent) of the checking and grading of work of pupils is done outside of school hours. The same is true of preparing school reports and of planning daily work.

Among other things an effective modern program of education calls for extensive individual guidance of pupils and for frequent conferences with parents; yet the results of this study clearly indicate that the great majority of teachers do not have the required time. Such goals will not be realized to any large extent until sufficient time is provided in teachers' daily schedules.

It also appears from the data submitted that the larger the school the less likely it is that the teacher has sufficient time within his regular working day for the many extra activities expected of him.

Types of Rural School Buildings

Altho age is not an infallible index of the usefulness of a school building, it is about as

good as any rule-of-thumb measure known. About 50 years is generally considered to be the maximum life expectancy of school buildings. A study made in 1947-48 of school buildings in city school systems revealed that 22 percent were constructed before the turn of the century.[8] Thus a large proportion of the city school buildings were already structurally or educationally obsolete, or were rapidly approaching obsolescence.

No such facts are available on the ages of rural school buildings, but it is unlikely that they are any newer than urban buildings. Because the property tax base and the bonding capacity are more limited in rural areas, it is probable that the average rural school building is older than the average city school building.

The questionnaire used in the present study asked rural teachers to indicate whether or not the building in which they were teaching was satisfactory. A little over 7 in 10 said they were, and a little less than 3 in 10 said they were not.

Of the elementary-school teachers responding, 2.7 percent said they were teaching in buildings that were neither designed nor constructed for school use. The corresponding figure for high-school teachers was considerably less—1.5 percent. This group of miscel-

[8] National Education Association, Research Division. "School Housing Needs in City-School Systems, 1947-48." *Research Bulletin* 26: 146; December 1948.

TABLE 19.—ADEQUACY OF TIME AVAILABLE FOR ESSENTIAL SCHOOLWORK, 1951-52

Activities and amount of time available[a]	Percent of elementary-school teachers in					Percent of secondary-school teachers in		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10- or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
For planning work:								
Sufficient time	30.1%	24.5%	22.9%	23.9%	26.2%	24.6%	20.4%	22.3%
Some but not enough	31.4	31.3	30.3	31.6	31.2	36.6	34.3	35.3
Hardly any time	38.5	44.2	46.8	44.5	42.6	38.8	45.3	42.4
Number reporting	1,290	951	769	339	3,349	358	446	804
For reviewing, checking, correcting, and grading work of pupils:								
Sufficient time	27.6%	20.3%	15.7%	16.4%	21.7%	14.1%	10.5%	12.1%
Some but not enough	40.1	40.4	41.6	36.4	40.1	47.6	41.6	44.3
Hardly any time	32.3	39.3	42.7	47.2	38.2	38.3	47.9	43.6
Number reporting	1,291	951	765	335	3,342	355	447	802
For preparing school reports:								
Sufficient time	28.5%	21.2%	17.2%	19.7%	22.9%	27.3%	20.7%	23.7%
Some but not enough	23.6	21.1	24.6	27.9	23.6	32.8	32.6	32.6
Hardly any time	47.9	57.7	58.2	52.4	53.5	39.9	46.7	43.7
Number reporting	1,256	944	765	330	3,295	351	439	790
For guiding and counseling individual pupils:								
Sufficient time	27.7%	19.1%	13.1%	13.8%	20.5%	14.2%	9.3%	11.4%
Some but not enough	44.2	49.7	47.3	46.1	46.7	40.8	36.6	38.5
Hardly any time	28.1	31.2	39.6	40.1	32.8	45.0	54.1	50.1
Number reporting	1,261	952	761	334	3,308	353	442	795
For conferences with parents:								
Sufficient time	29.7%	21.9%	20.5%	15.1%	23.8%	16.5%	11.8%	13.8%
Some but not enough	26.6	29.4	22.6	28.3	26.6	15.3	15.4	15.4
Hardly any time	43.7	48.7	56.9	56.6	49.6	68.2	72.8	70.8
Number reporting	1,201	924	745	332	3,202	340	434	774
For advice and help from supervisors:								
Sufficient time	41.8%	32.6%	29.5%	25.6%	34.4%	28.2%	21.2%	24.3%
Some but not enough	28.2	33.9	31.1	30.0	30.7	29.7	28.5	29.0
Hardly any time	30.0	33.5	39.4	44.4	34.9	42.1	50.3	46.7
Number reporting	1,048	841	731	320	2,940	337	425	762

[a] "Time available" was defined as time during the regular workday. The workday was defined as extending from the time the teacher was scheduled to arrive at school in the morning to the time he was scheduled to leave in the afternoon.

laneous buildings included 25 churches; 19 lodge, church, or town halls; 13 residences; 3 army barracks; 2 grocery stores; 2 barns; 2 office buildings and 1 of each of the following:

apartment house	firehouse
army hut	hospital
bank building	hunting lodge
cabin	old county fair building
cafeteria	pool room
CCC building	school bus garage
cheese factory	shack
club house	teacherage
courthouse	volunteer fireman's room
dance hall	warehouse
department store	war surplus building

Approximately 40 percent of all the above buildings reported were described as unsatisfactory for school use.

Forty-one percent of all the elementary-school teachers and 57 percent of the secondary-school teachers said the buildings in which they were teaching were relatively modern. Not all such buildings, however, were satisfactory as far as the teachers were concerned—83 percent of the modern buildings reported were identified as satisfactory; 17 percent as unsatisfactory.

Of the elementary-school teachers responding, 54.9 percent said their buildings were old; the corresponding figure for secondary-school teachers was 40.7 percent. About 64 percent of these "old" buildings were reasonably satisfactory and 36 percent were not.

A small percent of those responding, 1.0 percent of the elementary-school teachers and 0.5 percent of the secondary-school teachers, said they were teaching in school buildings of a temporary nature. About 4 in 10 of such buildings were unsatisfactory in the eyes of the teachers.

The larger the building, the more likely that it was modern and that it was satisfactory to the teacher. Only 26.4 percent of the teachers in the 1-teacher elementary schools said their buildings were modern as compared with 66.0 percent of the teachers in elementary schools of over 10 teachers. School construction programs have unquestionably favored the larger schools.

Table D in the Appendix shows the data described in this section by regions. The Southeast led in percents of buildings declared unsatisfactory.

Adequacy of Facilities in Buildings

All rural teachers were asked to indicate whether certain facilities in the school building where they were teaching were "adequate," "inadequate," or "lacking entirely." Table 20 shows the results as reported by 3419 elementary-school teachers and 819 secondary-school teachers. Of 13 types of facilities named, only 2 were reported as "satisfactory" by as many as half the respondents.

The smaller the school the less likely it had the facilities mentioned, or if it did have them, the more likely they were inadequate. To illustrate, 48.3 percent of the 1-teacher elementary schools reported on had no drinking fountains as compared with only 3.5 percent of the elementary schools of over 10 teachers; 63.2 percent of the 1-teacher elementary schools had no facilities for preparing hot lunches as compared with only 21.4 percent of the elementary schools of over 10 teachers.

Several facts in Table 20 are especially significant. One of the most startling is the reported inadequacy of toilet facilities in rural schools. They were reported as "none in the school building" or "inadequate" by 52.3 percent of the elementary-school teachers and by 30.7 percent of the secondary-school teachers. Also, more than half the teachers on both levels reported they had no first-aid equipment in the building or that such equipment was inadequate. More than 1 in every 5 1-teacher schools had *no* first-aid equipment, a fact that should be viewed with considerable alarm.

Altho audio-visual aids seem almost indispensable in modern programs of education, 3 out of 4 1-teacher schools had no such equipment. The same was true of over half of all the elementary schools. The secondary schools appeared to be much more adequately provided for in this area, altho even here 11.3 percent of the schools reported "no audio-visual equipment."

In the typical rural school building no place is provided where the teacher may go for brief periods of relaxation or to work in relative quiet. Of the elementary-school teachers, 71.8 percent said they had no office space; 87.6 percent said there was no teachers lounge or rest room. Even among the secondary-school teachers over one-half reported no office space

and 70.9 percent reported no lounge or rest room for teachers.

Table M (see Appendix) provides a picture of how geographical regions compare in respect to the adequacy of building facilities.

Adequacy of Classroom Facilities

The preceding section dealt with certain facilities that should be provided in every school building but not necessarily in every classroom. This section is concerned with some of the facilities that should be available to each teacher or to each classroom group.

Again, all teachers were asked to indicate whether specified facilities were "adequate," "inadequate," or "lacking entirely." The number of teachers checking "none" for the various facilities was considerably smaller on the whole than in the preceding section, altho a surprisingly high percent said they had no filing cabinets, bookcases, window shades, sink with running water, pupils' lockers (or coat room), or teacher's locker.

When the "none" answers are combined with the "inadequate" answers, the data show many serious deficiencies in a large percent of all rural school classrooms. For instance, 23.7 percent of the elementary-school teachers and 18.9 percent of the secondary-school teachers checked "inadequate" or "none" when asked about the teacher's desk; 38.7 and 34.0 percent checked these answers when asked about pupils' furniture; 22.4 and 19.4 percent when asked about chalkboards; 37.0 and 50.3 when asked about supplementary books; 52.8 and

TABLE 20.—FACILITIES AVAILABLE IN RURAL SCHOOL BUILDINGS, 1951-52

Facilities	Degree of adequacy	Percent of elementary-school teachers reporting each degree of adequacy, by size of school					Percent of secondary-school teachers reporting each degree of adequacy, by size of school		
		1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10- or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9	10
Drinking fountains	Satisfactory	41.0%	55.9%	63.2%	65.4%	52.8%	63.5%	65.6%	64.7%
	Inadequate	10.7	17.8	27.0	31.1	18.5	26.6	31.1	29.1
	None	48.3	26.3	9.8	3.5	28.7	9.9	3.3	6.2
Toilet facilities (inside building)	Satisfactory	34.2	45.4	66.4	63.1	47.7	66.8	71.4	69.3
	Inadequate	19.8	24.6	18.6	33.1	22.2	21.1	24.4	23.0
	None	46.0	30.0	15.0	3.8	30.1	12.1	4.2	7.7
Playroom	Satisfactory	18.5	18.6	22.3	20.2	19.6	20.0	22.2	21.2
	Inadequate	9.9	17.9	19.7	23.8	15.8	22.2	26.9	24.8
	None	71.6	63.5	58.0	56.0	64.6	57.8	50.9	54.0
Facilities for preparing hot lunches	Satisfactory	21.2	39.0	57.6	67.7	39.3	53.2	61.5	57.8
	Inadequate	15.6	13.5	9.6	10.9	13.2	14.8	14.3	14.5
	None	63.2	47.5	32.8	21.4	47.5	32.0	24.2	27.7
Book collections or libraries	Satisfactory	46.4	42.7	44.2	53.4	45.5	39.2	48.5	44.3
	Inadequate	39.8	44.3	45.8	38.7	42.4	55.9	48.9	52.0
	None	13.8	13.0	10.0	7.9	12.1	4.9	2.6	3.7
Storage space for supplies and instructional materials	Satisfactory	44.1	41.9	47.4	45.5	44.3	38.9	40.7	39.9
	Inadequate	38.7	44.0	44.0	45.5	42.1	51.5	52.0	51.8
	None	17.2	14.1	8.6	9.0	13.6	9.6	7.3	8.3
Office space for teachers	Satisfactory	9.9	13.3	24.5	17.0	14.9	18.4	13.9	15.9
	Inadequate	7.3	11.3	21.1	23.8	13.3	28.5	31.0	29.9
	None	82.8	75.4	54.4	59.2	71.8	53.1	55.1	54.2
Health room	Satisfactory	3.2	6.4	14.7	19.3	8.4	9.6	22.9	17.0
	Inadequate	4.3	6.5	15.9	22.9	9.4	18.4	26.2	22.7
	None	92.5	87.1	69.4	57.8	82.2	72.0	50.9	60.3
First-aid equipment	Satisfactory	45.3	42.3	44.2	49.0	44.6	38.1	40.3	39.3
	Inadequate	32.9	39.5	43.5	41.6	38.1	49.8	50.7	50.3
	None	21.8	18.2	12.3	9.4	17.3	12.1	9.0	10.4
Auditorium	Satisfactory	5.2	22.3	43.4	48.4	23.2	43.6	52.2	48.4
	Inadequate	2.5	7.6	15.0	24.3	9.0	24.6	26.4	25.6
	None	92.3	70.1	41.6	27.3	67.8	31.8	21.4	26.0
Gymnasium	Satisfactory	2.4	9.2	29.7	49.0	15.3	43.3	54.8	49.7
	Inadequate	2.2	5.1	9.3	19.0	6.3	22.5	26.7	24.8
	None	95.4	85.7	61.0	32.0	78.4	34.2	18.5	25.5
Audio-visual equipment	Satisfactory	14.1	25.3	47.1	56.0	29.0	49.9	59.5	55.2
	Inadequate	11.0	21.8	28.2	32.6	20.2	33.7	33.2	33.5
	None	74.9	52.9	24.7	11.4	50.8	16.4	7.3	11.3
Teachers lounge or rest room	Satisfactory	1.7	4.0	12.0	21.1	6.7	8.2	17.4	13.3
	Inadequate	1.4	2.2	11.2	20.2	5.7	11.2	19.4	15.8
	None	96.9	93.8	76.8	58.7	87.6	80.6	63.2	70.9
Number reporting		1,323	967	788	341	3,419	365	454	819

54.9 when asked about storage space for supplies and instructional materials. It should be pointed out that many of the facilities named in the questionnaire are basic prerequisites to satisfactory work on both the elementary- and secondary-school levels.

Artificial light was inadequate or nonexistent in about one-third of the rural classrooms, heating in a little over one-fifth, and ventilation in a little over one-fourth of them.

Table 21 gives details by size of school and by school levels.

TABLE 21.—ADEQUACY OF CLASSROOM FACILITIES IN RURAL SCHOOLS, 1951-52

Facilities and conditions	Degree of adequacy	Percent of elementary-school teachers reporting each degree of adequacy, by size of school					Percent of secondary-school teachers reporting each degree of adequacy, by size of school		
		1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10- or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9	10
Teacher's desk	Satisfactory	73.2%	75.4%	80.9%	79.8%	76.3%	80.7%	81.5%	81.1%
	Inadequate	23.8	21.6	17.4	19.0	21.2	17.7	17.4	17.5
	None	3.0	3.0	1.7	1.2	2.5	1.6	1.1	1.4
Pupils' furniture (desks, tables, etc.)	Satisfactory	59.0	59.2	64.8	68.3	61.3	63.7	67.8	66.0
	Inadequate	39.9	39.5	35.2	31.7	37.9	36.0	32.2	33.9
	None	1.1	1.3	0.0	0.0	0.8	0.3	0.0	0.1
Chalkboards	Satisfactory	73.8	77.1	82.2	83.0	77.6	79.0	81.9	80.6
	Inadequate	25.6	22.4	17.8	17.0	22.0	20.2	17.4	18.7
	None	0.6	0.5	0.0	0.0	0.4	0.8	0.7	0.7
Textbooks	Satisfactory	88.8	89.0	88.0	84.9	88.3	87.2	86.9	87.1
	Inadequate	10.6	10.8	11.6	14.5	11.3	12.5	12.4	12.4
	None	0.6	0.2	0.4	0.6	0.4	0.3	0.7	0.5
Supplementary books	Satisfactory	66.3	60.0	61.1	62.6	63.0	46.9	51.9	49.7
	Inadequate	30.3	35.9	36.5	35.3	33.8	47.8	43.1	45.2
	None	3.4	4.1	2.4	2.1	3.2	5.3	5.0	5.1
Instructional supplies (paper, chalk, pencils, etc.)	Satisfactory	84.2	79.7	83.4	82.8	82.6	86.6	86.2	86.4
	Inadequate	13.9	17.7	15.1	15.1	15.4	12.8	13.3	13.1
	None	1.9	2.6	1.5	2.1	2.0	0.6	0.5	0.5
Storage space for supplies and instructional materials	Satisfactory	47.6	45.2	48.0	49.6	47.2	45.8	44.6	45.1
	Inadequate	40.3	43.3	42.4	42.1	41.8	41.1	46.3	44.0
	None	12.1	11.5	9.6	8.3	11.0	13.1	9.1	10.9
Filing cabinets	Satisfactory	18.9	31.6	24.9	25.4	24.6	28.7	30.3	29.6
	Inadequate	16.4	20.0	23.4	18.1	19.2	22.3	28.5	25.7
	None	64.7	48.4	51.7	56.5	56.2	49.0	41.2	44.7
Bookcases	Satisfactory	50.9	49.1	54.9	52.8	51.5	40.9	47.5	44.6
	Inadequate	38.4	39.2	36.9	40.7	38.5	35.0	32.9	33.8
	None	10.7	11.7	8.2	6.5	10.0	24.1	19.6	21.6
Light from windows	Satisfactory	75.5	76.7	80.9	80.6	77.6	81.8	82.2	82.0
	Inadequate	24.3	23.0	19.0	19.4	22.2	18.2	17.8	18.0
	None	0.2	0.3	0.1	0.0	0.2	0.0	0.0	0.0
Artificial light	Satisfactory	67.1	68.2	68.0	68.9	67.8	62.0	62.6	62.4
	Inadequate	17.7	28.2	30.5	29.3	24.8	37.2	36.7	36.9
	None	15.2	3.6	1.5	1.8	7.4	0.8	0.7	0.7
Window shades	Satisfactory	68.3	69.8	73.7	71.8	70.3	65.4	69.4	67.6
	Inadequate	20.3	16.7	16.9	19.3	18.4	20.1	20.2	20.2
	None	11.4	13.5	9.4	8.9	11.3	14.5	10.4	12.2
Heating	Satisfactory	75.2	73.4	81.9	86.8	77.4	79.3	80.2	79.8
	Inadequate	24.6	26.6	18.1	13.2	22.5	20.7	19.8	20.2
	None	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Ventilation	Satisfactory	66.5	67.6	73.7	78.6	69.7	72.9	73.8	73.4
	Inadequate	33.5	32.4	26.3	21.4	30.3	27.1	26.2	26.6
	None	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Work space for teachers	Satisfactory	58.9	55.6	59.6	59.1	58.1	61.1	62.4	61.8
	Inadequate	34.4	37.5	34.9	35.3	35.5	33.1	34.5	33.9
	None	6.7	6.9	5.5	5.6	6.4	5.8	3.1	4.3
Work space for pupils	Satisfactory	58.0	54.4	55.2	48.4	55.4	56.4	59.2	58.0
	Inadequate	34.0	39.9	41.9	46.8	38.8	39.7	38.8	39.2
	None	8.0	5.7	2.9	4.8	5.8	3.9	2.0	2.8
Sink with running water	Satisfactory	23.6	37.5	28.3	26.1	28.9	28.4	33.3	31.2
	Inadequate	5.2	7.5	8.3	6.6	6.7	12.4	9.6	10.8
	None	71.2	55.0	63.4	67.3	64.4	59.2	57.1	58.0
Pupils' lockers or coat room	Satisfactory	37.8	38.7	43.1	48.8	40.4	28.7	32.9	31.0
	Inadequate	21.8	27.5	26.4	29.4	25.3	22.0	25.6	24.0
	None	40.4	33.8	30.5	21.8	34.3	49.3	41.5	45.0
Teacher's locker	Satisfactory	10.1	13.7	21.1	30.5	15.8	19.0	28.0	24.0
	Inadequate	5.4	7.9	9.2	10.5	7.5	6.1	9.4	7.9
	None	84.5	78.4	69.7	59.0	76.7	74.9	62.6	68.1
Number reporting		1,322	964	787	341	3,414	362	453	815

VII. Income and Expenditures of Rural Teachers

The space available in this issue of the RESEARCH BULLETIN does not permit full treatment of the data collected on incomes and expenditures of rural teachers. In this section of the questionnaire complete information was requested on amounts of income received from nonschool sources and on amounts spent for rent, food, clothing, transportation, and other items. Altho such data were difficult for some teachers to provide, many of the respondents did comply. Such information is being reserved for more extensive treatment in some later publication of the NEA Research Division.

This section of the report, however, does cover average salaries of rural teachers by size of school in which employed and by geographical regions. Considerable information is given on the amounts of money rural teachers borrow, from whom and for what purposes they borrow it, and the rates of interest paid thereon. Other topics treated in this section include: (a) payments to teacher-placement agencies, (b) types of automobiles owned, (c) costs of attending summer school, (d) general estimates of the rural teacher's present financial position as compared with 1 year ago, 5 years ago, and 10 years ago.

Average Salaries

The estimated average cash salary paid to rural teachers cooperating in the Research Division's study in 1936-37 was $867.[1] In addition to this, the money value of such items as free rent, free transportation, etc., received as partial salary for school services averaged $9 per year per teacher employed. This made a total average income for school services of $876 for the school year.

The average salary of the rural teachers reporting in 1951-52 was $2484, not including the value of allowances for rent, transportation, and other items received free. The $2484 for the year 1951-52, therefore, is comparable with the $867 received during the year 1936-37. Thus, it can be seen that in current dollars the salaries of rural teachers increased 186.5 percent during the intervening decade and a half. In actual purchasing power, however, the increase is considerably less impressive. The $2484 average salary in 1951-52 was worth only $1335 in 1936-37 dollars. In terms of equivalent purchasing power, the salaries of rural teachers actually increased only 54 percent.

The average rural teacher's salary has always been lower than the over-all average for teachers and a great deal lower than the average for urban teachers. In 1951-52 the over-all average for all public-school teachers was estimated to be $3365, or 35.5 percent higher than the $2484 paid to rural teachers. In 1950-51, a year earlier, averages for urban teachers were reported as follows:[2]

School systems in cities having populations of:	*Average teacher's salary*
Over 500,000	$4,456
100,000 to 500,000	3,595
30,000 to 100,000	3,407
10,000 to 30,000	3,150
5,000 to 10,000	2,985
2,500 to 5,000	2,831

It can be seen from the above that average salaries in city school districts in 1950-51 ranged from 14.0 to 79.4 percent higher than the over-all average reported by rural teachers one year later.

As is shown in the figures listed below, average salaries of rural teachers vary according to size of school, and high-school teachers are paid substantially more than elementary-school teachers. Considerable portions of the differences between the averages in the various sizes of schools can be explained by the fact that teachers in the larger schools have more training and experience (see Table 5 and Figure III), factors which have the most effect on rural salary schedules (see Table 15).

Altho high-school teachers have more training than elementary-school teachers, they have less experience. One factor would contribute to higher salaries on the secondary-school level, but the other would have an offsetting effect. A third factor involved in the differences between secondary- and elementary-school salaries is the inclination of some boards of

[1] National Education Association, Research Division. "The Rural Teacher's Economic Status." *Research Bulletin* 17: 6-13; January 1939.

[2] National Education Association, Research Division. "Salaries and Salary Schedules of City-School Employees." *Research Bulletin* 29: 58-64; April 1951.

education to attach additional prestige to the high-school position, a practice that is hard to defend in terms of sound educational philosophy. As was reported earlier in this bulletin, 41.6 percent of the elementary-school teachers and 33.6 percent of the secondary-school teachers said high-school teachers with the same qualifications as elementary-school teachers were generally paid more in their school districts.

Rural elementary-school teachers in:	*Average salaries*
1-teacher schools	$2,208
2- and 3-teacher schools	2,423
4- to 10-teacher schools	2,538
Over 10-teacher schools	2,581
All schools	$2,385
Rural secondary-school teachers in:	
Schools of 10 or fewer teachers	$2,866
Schools of over 10 teachers	2,917
All schools	$2,894

Regionally, both elementary- and secondary-school salaries were reported highest in the Far West and lowest in the Southeast. It is interesting to note that the average for elementary-school teachers in the Far West was half again as high as in the Southeast and in New England. Average secondary-school salaries also were almost this much higher in the Far West than in the Southeast.

It is also interesting to observe the differences within the regions between average elementary and average secondary salaries. In the Northwest secondary teachers' salaries averaged almost 40 percent higher than elementary salaries. In the Southwest, however, they were only 10.8 percent higher and in the Far West only 11.4 percent higher.

Regions	*Average salaries*	
	Elementary-school teachers	*Secondary-school teachers*
New England	$2,102	$2,700
Middle Atlantic	2,684	3,043
Southeast	2,023	2,455
Middle	2,343	3,001
Southwest	2,820	3,125
Northwest	2,146	3,001
Far West	3,162	3,521

Estimates of Financial Position

The typical rural teacher, according to information reported in the previous subsection, undoubtedly enjoys a somewhat better financial status than he did in the mid-1930's. At least, he can buy a little over half again as much with his annual salary as he could 15 years ago.

Figures on cash incomes, however, do not tell the full story. The additional money the average teacher earns is subject to greatly increased demands and requirements. For instance, he lives a greater distance from school, and transportation, because of distance alone, is more expensive. The typical rural teacher needs more training to qualify for a job than he did a few years ago. Such additional training is expensive and current pay levels should compensate adequately therefor. The average experience of rural teachers has increased steadily over the years, and this, too, should be reflected in higher average salaries.

It is all but impossible to measure the added cost of the extra demands and requirements, but we know they would reduce considerably what appears to be a 54-percent increase in purchasing power over the last 15 years. Such difficulties were anticipated when the questionnaire was designed and it was decided that the problem should be approached in another way. The designers of the questionnaire decided to ask for direct opinions of those who are in the best position to judge the individual teacher's economic status. Each respondent, therefore, was asked to compare his financial position at the present time with his position 1 year ago, 5 years ago, and 10 years ago.

Individual estimates were submitted by 2290 teachers who had taught at least 10 years, 2783 who had taught at least 5 years, and 3516 who had taught at least 1 year. Table 22 contains the results.

A brief inspection of the data reveals that the over-all trend toward better financial positions slacked off considerably between 1950-51 and 1951-52. The percent reporting they were better off was much lower than for the other 2 periods; the percent reporting "about same" financial status increased sharply. A careful study of the data indicated that from the early 1940's to the early 1950's the economic status of rural teachers slowly but gradually improved. Since 1950-51 the typical rural teacher has little more than held his own.

There was little difference in the way elementary- and secondary-school teachers felt about their economic progress. The distribu-

tion of "better," "same," and "worse off" replies was pretty much the same for both groups.

Teachers in 1-teacher elementary schools appear to have made more progress within the last year and within the last 5 years than the teachers in the larger elementary schools. A larger percent reported they were better off and a smaller percent reported they were worse off than in other sizes of elementary schools. Taken over the full 10 years, however, there appears to be little difference between the way teachers in the smallest schools reported and the way teachers in the larger schools reported.

Altho it is encouraging that over half of both the elementary- and secondary-school respondents reported they were better off now than they were 10 years ago, it is no less alarming that 22.7 percent of the elementary-school teachers and 26.4 percent of the high-school teachers felt they had made no progress, and that 1 in every 6 or 7 teachers felt they were actually worse off.

The picture by regions (see Table 23) offers some startling contrasts. Over the full 10-year period the economic status of rural teachers underwent the greatest improvement in the Southwest and Northwest. These regions had the highest percents of teachers reporting their financial positions as "better" and the lowest percents reporting their positions as "worse." The Southwest also shows the greatest progress in comparisons based on the last 5 years. On the other hand, between 1950-51 and 1951-52 states in the Middle Atlantic region led all others by a wide margin.

New England consistently stands out in all 3 time spans as the region where the economic status of the average rural teacher has improved the least. One out of every 5 teachers in New England said they were worse off in 1951-52 than they were 10 years earlier, and over one-fourth said they were worse off than they were 5 years earlier.

Again, to illustrate the variance in economic progress of rural teachers from one region to another, half again as many teachers in the Southwest as in New England said their economic positions had improved during the last 10 years. Less than half as many teachers in the Northwest as in New England said their positions had become worse during the 10 years.

Use of Placement Agencies

Many workers in the United States at one time or another have come in contact with a

TABLE 22.—RURAL TEACHERS' ESTIMATES OF PERSONAL FINANCIAL CONDITION IN 1951-52 AS COMPARED WITH 1950-51, 1946-47, AND 1941-42, BY SIZE OF SCHOOL

Financial position	Percent of rural elementary-school teachers reporting each position					Percent of rural secondary-school teachers reporting each position		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10- or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
Financial position in 1951-52 as compared with 1 year earlier								
Better	38.1%	33.5%	33.5%	34.8%	35.4%	36.0%	37.0%	36.5%
About same	50.5	50.1	50.1	49.8	50.2	47.6	44.4	45.8
Worse	11.4	16.4	16.4	15.4	14.4	16.4	18.6	17.7
Number reporting	1,062	798	672	305	2,837	292	387	679
Financial position in 1951-52 as compared with 5 years earlier								
Better	54.2%	50.4%	50.4%	50.4%	51.8%	49.5%	53.5%	51.8%
About same	31.4	31.9	33.5	31.1	32.0	34.5	30.0	31.9
Worse	14.4	17.7	16.1	18.5	16.2	16.0	16.5	16.3
Number reporting	849	655	546	260	2,310	200	273	473
Financial position in 1951-52 as compared with 10 years earlier								
Better	62.4%	62.8%	60.7%	61.2%	61.9%	58.8%	58.8%	58.8%
About same	22.1	23.0	22.5	23.8	22.7	27.7	25.4	26.4
Worse	15.5	14.2	16.8	15.0	15.4	13.5	15.8	14.8
Number reporting	705	534	458	214	1,911	170	209	379

commercial employment agency in their attempts to find work they are trained for and want. Many teachers also use the services of such agencies in locating their first jobs and in moving from one school system to another.

Altho comparable figures are not available, it is probable that teachers in city school systems patronize such agencies more frequently than teachers in rural school systems, since job openings are less plentiful and competition for available openings is keener in city school systems. In spite of the expected less frequent use in rural areas, it was decided that the study should include some information on the types of placement agencies and the amounts that teachers pay for such service.

Relatively few—only 68 of the 3350 elementary-school teachers reporting—said they got their present job thru some type of placement agency. The corresponding figure for secondary-school teachers was 72 out of 815, over 4 times as many percentagewise. As the elementary schools increased in size, the percent of teachers getting their jobs thru such agencies also increased. The reverse of this, however, was true at the secondary level.

Rural elementary-school teachers in:	*Percent getting present job thru placement agency*
1-teacher schools	1.2%
2- and 3-teacher schools	1.9
4- to 10-teacher schools	3.1
Over 10-teacher schools	3.3
All schools	2.0%
Rural secondary-school teachers in:	
Schools of 10 or fewer teachers	10.2%
Schools of over 10 teachers	7.7
All schools	8.8%

Altho only 3.4 percent of all teachers reporting got their present job thru a placement agency, the cost to those who did was fairly high: $90 per teacher. This amounted to 3.6 percent of the average salary earned by rural teachers in 1951-52 and thus was an item of some consequence to those who needed the help.

Of the 123 who reported the type of agency furnishing help, 79, or 64.2 percent, said it was a commercial agency. A total of 29 out of the 123 (23.6 percent) got their jobs thru state teachers associations. Only 13 of the 123 got their jobs thru college and university placement agencies and only 2 thru state departments of education.

The percent of teachers who reported getting their present job thru a placement agency varied widely from region to region. Less than 1 percent in the Southeast got their jobs thru such agencies, as compared with 12.1 percent in the Far West. Percents for all regions are given below.

Rural teachers in:	*Percent getting present job thru placement agency*
New England	5.8%
Middle Atlantic	2.5
Southeast	0.9
Middle	2.4
Southwest	2.3
Northwest	4.0
Far West	12.1
All regions	3.4%

Personal Indebtedness

One question in the survey blank asked all teachers to list their total personal indebtedness as of June 1, 1951, and as of September 1 of the same year. They were instructed to include all unpaid bills; balances due on home mortgages, automobile loans, and bank loans; amounts still due on items purchased on time-payment plans; and other debts. There were 2 purposes in asking the questions: (a) to find out what happened to the financial status of teachers during the period each year when they are not working and (b) to determine whether the extent of indebtedness was unusually high.

In 1936-37 the indebtedness of rural teachers averaged $444 per teacher.[3] As of June 1, 1951, average indebtedness totaled $714 for rural elementary-school teachers and $874 for rural secondary-school teachers (see Table 24). Altho debts have almost doubled, the increases were lower than expected considering what has happened to the value of the dollar during the 15-year period. When debts are considered in relation to annual income, the typical rural teacher is in no worse condition than he was 15 years ago.

The average indebtedness showed some increase during the summer months, but the amount of increase was slight. The debts of the average elementary-school teacher increased only $31 and of the average secondary-school teacher only $49. It can be inferred

[3] National Education Association, Research Division. "The Rural Teacher's Economic Status," *op. cit.*, p. 25.

from such facts that most rural teachers either manage to save enough from their 9-month salary to tide them over the summer, or they find some means of supplementing their incomes during the summer months. Many of the rural teachers in agricultural areas reported that incomes from farms owned by them or their husbands helped tide them over the summer months.

Viewed in another light, the debts of rural teachers constitute a sizable financial burden for their meager annual salaries to carry. If the typical respondent were forced to pay off all debts acquired up to September 1, 1951, during the oncoming school year, it would take almost one-third of his total salary.

Of some interest is the fact that the teachers in the largest secondary schools owed over half again as much money as teachers in the smallest elementary schools. Teachers in these large rural high schools are paid considerably higher salaries but, apparently, obligations are also heavier. Part of the answer may lie in the possibility that these teachers are paying off debts acquired in getting their larger amounts of college training.

Money Borrowed During One Year

Rural teachers also were asked if they had borrowed any money during the previous 12 months and, if so, the amount. Debts con-

TABLE 23.—RURAL TEACHERS' ESTIMATES OF PERSONAL FINANCIAL CONDITION IN 1951-52 AS COMPARED WITH 1950-51, 1946-47, AND 1941-42, BY REGIONS [a]

Financial position	Percent of rural elementary- and secondary-school teachers reporting each position							
	New England	Middle Atlantic	Southeast	Middle	Southwest	Northwest	Far West	All regions
1	2	3	4	5	6	7	8	9
Financial position in 1951-52 as compared with 1 year earlier								
Better	26.3%	42.5%	33.3%	35.9%	30.6%	36.9%	36.1%	35.6%
About same	50.9	47.0	49.6	49.7	55.3	49.0	47.6	49.4
Worse	22.8	10.5	17.1	14.4	14.1	14.1	16.3	15.0
Number reporting	224	570	843	868	219	498	294	3,516
Financial position in 1951-52 as compared with 5 years earlier								
Better	37.6%	53.1%	51.7%	52.9%	59.1%	52.2%	49.0%	51.8%
About same	36.9	33.8	30.1	29.6	30.7	35.5	33.7	32.0
Worse	25.5	13.1	18.2	17.5	10.2	12.3	17.3	16.2
Number reporting	157	497	710	686	176	349	208	2,783
Financial position in 1951-52 as compared with 10 years earlier								
Better	48.8%	58.2%	63.1%	60.6%	72.5%	65.2%	59.0%	61.4%
About same	29.3	24.2	21.7	24.7	15.6	24.2	23.5	23.3
Worse	21.9	17.6	15.2	14.7	11.9	10.6	17.5	15.3
Number reporting	123	426	613	538	160	264	166	2,290

[a] See Table 1, page 6, for states comprising each region.

TABLE 24.—AVERAGE INDEBTEDNESS OF RURAL TEACHERS AS OF JUNE 1 AND SEPTEMBER 1, 1951

Classification	Rural elementary-school teachers in					Rural secondary-school teachers in		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10-or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
Average indebtedness as of June 1, 1951	$590	$770	$848	$726	$714	$863	$882	$874
Average indebtedness (as of June 1) as a percent of average salary for 1951-52	26.7%	31.8%	33.4%	28.1%	29.9%	30.1%	30.2%	30.2%
Average indebtedness as of September 1, 1951	$611	$805	$898	$736	$745	$872	$963	$923
Average indebtedness (as of September 1) as a percent of average salary for 1951-52	27.7%	33.2%	35.4%	28.5%	31.2%	30.4%	33.0%	31.9%

borrowed. Specific purposes for which money ... few teachers borrowed money from more than

tracted thru instalment purchasing during the year were not to be counted as borrowed money. The purpose was to get estimates of the amounts of cash that teachers borrow from banks, small loan companies, and other such sources during a single 12-month period. The data reported for this item threw additional light on the economic status of the typical rural teacher.

Amounts borrowed—Thirty-one out of each 100 replying reported they had borrowed some money during the past 12 months; 69 in 100 said they had borrowed no money during the period. The average amount borrowed by those who borrowed some was $858. The average based on all teachers, those who borrowed and those who did not, was $266. Thus, current annual borrowing, when spread among all teachers in rural school systems, amounts to a little over one-tenth of the rural teacher's average salary, a proportion which seems somewhat excessive.

Table 25 gives a detailed picture of the average amounts borrowed. It is interesting to note that among the elementary-school teachers who reported borrowing some money, those in schools of over 10 teachers borrowed 2.2 times as much money on the average as those in 1-teacher schools.

Purposes of borrowing—Altho some respondents were reluctant to share such personal information, 1201 teachers did provide detailed information on the purposes for which money was borrowed during the past 12 months. These respondents listed a total of 1585 reasons why they needed the money they

TABLE 25.—MONEY BORROWED BY RURAL TEACHERS DURING THE PAST 12 MONTHS[a]

Classification	Rural elementary-school teachers in					Rural secondary-school teachers in		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10-or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
Have you borrowed any money during the past 12 months?								
Yes	28.7%	31.7%	30.3%	26.1%	29.7%	38.1%	34.8%	36.2%
No	71.3	68.3	69.7	73.9	70.3	61.9	65.2	63.8
Average amount borrowed by those who borrowed some	$683	$722	$987	$1,510	$839	$808	$1,016	$921
Average amount borrowed based on all teachers replying	$196	$229	$299	$395	$250	$308	$353	$333
Number replying	1,240	911	749	329	3,229	352	443	795

[a] The period covered by most reports was approximately March 1, 1951, thru February 29, 1952.

TABLE 26.—PURPOSES FOR BORROWING DURING ONE YEAR[a]

Purposes	Number of times each purpose was listed	Number of times each purpose was listed as a per-cent of total purposes listed
1	2	3
For general living expenses (clothing, food, accumulated debts, summer living expenses)	389	24.5%
For automobile (purchase of car and car repairs)	309	19.5
For home (purchase of house or trailer, household appliances, furniture, and improvements to home)	241	15.2
For educational improvement of self	234	14.7
Farm or other business (purchase of business, farm, land, equipment, supplies, livestock; improvements and repairs thereto)	125	7.9
Medical expenses	109	6.9
Pleasure (including vacation trips)	40	2.5
Education of dependent children	36	2.3
For taxes, licenses, fees, etc. (property tax, income tax, car license)	33	2.1
For investments, insurance payments, retirement contributions	32	2.0
To help friends or relatives	17	1.1
Special occasions (weddings, funerals, anniversaries)	14	0.9
For expenses connected directly with teaching job (teaching equipment, professional association dues, conventions, teacher placement bureau)	6	0.4
Total	1,585	100.0%

[a] The period covered by most reports was approximately March 1, 1951, thru February 29, 1952.

borrowed. Specific purposes for which money was borrowed are given in Table 26.

General living expenses—including money needed for clothing, food, accumulated debts, and to meet summer living expenses—was the reason listed most frequently. This classification accounted for almost one-fourth of all the reasons listed. The second most frequently mentioned purpose of borrowing was for the purchase of an automobile or for repairs to an automobile already owned by the teacher. This reason, accounting for almost one-fifth of the reasons given, illustrates the extent to which rural teachers depend upon personal automobiles for transportation.

Almost 15 percent of the reasons for borrowing during the year could be identified with the teacher's need for further education. The high rank of this purpose suggests that many teachers are not able to finance their own professional improvement out of current income. Borrowing for educational improvement was the fourth most frequently mentioned reason among elementary- and secondary-school teachers combined; it was second among those listed by elementary-school teachers alone.

Borrowing by regions—The average amount borrowed by teachers in one region was roughly half of that reported in 2 other regions. The average in New England, for all teachers reporting, was $153, whereas the average in the Middle Atlantic region was $329, and in the Southeast $301. Nothing was discovered in the course of the study that would explain the very low rate of borrowing in New England. Undoubtedly, some would attribute it to the more conservative financial views of the typical inhabitant of that region. Other averages based on all teachers returning the questionnaire were as follows: Middle states, $269; Southwest, $250; Northwest, $212; Far West, $235.

Sources of Borrowed Money

One question also called for information on the types of sources from which loans were obtained. The 1213 teachers who answered this part of the question identified 1388 agencies from which they had borrowed money during the past 12 months. The difference in the 2 figures is explained by the fact that a few teachers borrowed money from more than 1 source during the year.

Table 27 gives a picture of the types of sources and the extent to which each was used. It will be noted that a little over half the loans obtained by rural teachers were obtained thru banks. A sizable proportion, over one-fourth of those obtained by elementary-school teachers and one-third of those obtained by secondary-school teachers, were thru various individuals including relatives, friends, and professional associates. The 2 sources together accounted for 82.2 percent of all the sources reported by rural teachers.

Borrowing from small loan companies—One of the purposes of this questionnaire item was to determine the extent to which rural teachers borrow money from small loan companies which often charge exorbitant rates of interest. Between 13 and 14 in every 100 loans reported by rural elementary-school teachers came thru a loan company. The corresponding figure for secondary-school teachers was a little less than 6 in 100. Either secondary-school teachers are able to obtain more favorable loan conditions than elementary-school teachers or they are more aware of the wide difference between interest rates charged by banks and by small loan companies. The proportion for elementary- and secondary-school teachers combined, almost 12 percent of all loans reported, indicates that more teachers may be borrowing from loan companies than really need to borrow from them.

When they borrow, rural teachers in the New England region are twice as likely to borrow thru small loan companies as rural teachers in the Middle, Northwest, and Far West regions. Nineteen percent of the loans reported in New England as compared with 9.2 percent in the Middle states, 8.2 in the Northwest, and 8.4 in the Far West came from this source. Percents for other regions were: Middle Atlantic, 16.1; Southeast 14.0; Southwest, 11.2.

Interest rates—To illustrate the wide differences in interest rates charged, Table 28 draws comparisons among three sources of instalment-type loans.

In some cases lenders of money charge monthly rates on unpaid balances; in others a larger rate is applied for a year to the full amount borrowed. Also, sometimes interest

and insurance charges are taken out at the beginning of the loan period. To eliminate the confusing nature of such differences in loan plans, all borrowers should compare the cash they receive with what they have to pay back over the loan period and compute their own percent rates.

Money can be borrowed from banks and teachers credit unions for from one-fourth to one-half of what it costs to borrow from loan companies, and persons with good credit records can get small loans thru a bank just as easily as they can get them thru a loan company. Neither requires security on loans of a few hundred dollars. Both will lend in small amounts on the borrower's signature. Both take into account the type of job the borrower holds, his salary, his credit standing, and his outstanding obligations in deciding whether or not a loan will be granted. If the borrower is a responsible person, there is little or no difference in the time required to process a loan application.

Teachers in many city school systems have organized their own credit unions thru which loans can be obtained under very favorable conditions. For instalment-type loans this probably offers the best source for public-school employees. Teachers in reasonably large rural school districts, especially those in county unit systems, should investigate the possibility of organizing their own credit unions. Statewide credit unions may offer even greater possibilities for the typical rural teacher.

Of course, if the borrower is able to offer security—real estate, automobiles, stocks, bonds—a series of promissory bank notes offers the cheapest means of borrowing either small or large amounts. Here the interest is a straight 6 percent on each note.

The fact that almost 1 in every 5 loans reported by rural teachers was at an annual interest rate of 8 percent or more indicates that many rural teachers are not borrowing on favorable terms. About 1 in every 20 loans reported was at a rate of 10 percent or more. On the other extreme, however, 13.7 percent of the loans were at annual rates of 4 percent or less.

Summer School

Of the many demands imposed upon the rural teacher's modest salary, the need to attend summer school every few years is one of the most difficult for him to meet. The great majority of public-school teachers, even those with college degrees, are required by state law or by state board of education regulations to return to school periodically for refresher courses to renew their teaching li-

TABLE 27.—SOURCES FROM WHICH RURAL TEACHERS BORROW[a]

Sources	Number of times each source was named as a percent of total sources named by teachers in		
	Elementary schools	Secondary schools	All schools
1	2	3	4
Bank	54.3%	55.1%	54.5%
An individual	26.2	33.0	27.7
Loan company	13.6	5.8	11.9
Credit union	3.1	1.9	2.8
Insurance company	1.5	2.6	1.7
Others (including FHA, state retirement system, university loan fund, Veterans Administration)	1.3	1.6	1.4
Total sources named	1,076	312	1,388

[a] The period covered by most reports was approximately March 1, 1951, thru February 29, 1951.

TABLE 28.—THREE SOURCES OF LOANS COMPARED

Classification	Sources of loans		
	Loan company in one Southern state	Bank—small loan plan	Teachers credit union at 1% per month
1	2	3	4
Amount of cash received by borrower	$600.00	$600.00	$600.00
Total payments spread over 12 months	702.00	645.00	639.73
Total paid for use of money	102.00	45.00	39.73
Annual rate (total paid for use of money as a percent of amount received by borrower)	17.0%	7.5%	6.6%

censes. Also, the less training and experience the teacher has (and consequently the lower his salary), the more frequently he has to go back for additional college courses. For instance, in 1 Middle Atlantic state teachers with bachelor's degrees are required to go back every 5 years; teachers with 2 or 3 years of college training have to go back every 3 years. In both cases the teacher usually must earn 6 semester hours of credit to renew his license. Such practice is typical of most states.

It is not the intent of this report to criticize such practice. These requirements are necessary and constitute a good investment in superior teaching. The situation is explained purely to emphasize the unique nature of the business of teaching and the fact that salary schedules, by and large, do not compensate adequately for the enforced economic burden.

A large number of teachers also voluntarily return to college and university campuses every summer simply because they desire to become more proficient in their work or because they want to keep abreast of new developments in education. Others have set their sights on an advanced degree or license, and summer by summer they gradually work off the requirements.

The typical public-school teacher never completely finishes his formal education. The great majority of all rural teachers always face the necessity or desirability of going back to college "next summer," "summer after next," or "within the next few years."

Number going to summer school—According to this study, one-third of the rural teachers went to school during the summer of 1951. It would be justifiable to reason, therefore, that the typical rural teacher goes back to school every third year. Because secondary-school teachers have more college preparation when they start teaching, they return to school somewhat less frequently; elementary-school teachers return slightly more frequently.

Table 29 shows how the percents vary from one size of school to another. Teachers in the small elementary schools went to summer school in larger proportions than those in the large elementary schools. This would naturally follow from what has been learned about the varying amounts of college training that teachers in various sizes of schools have (see Table 5 and Table G in the Appendix).

Cost of going to summer school—The average cost to those attending summer school—board and room when away from home, tuition, fees, books, supplies, transportation, and other costs directly attributable to going to school—was $177. This means that once every 3 years the average rural teacher must save from his regular salary or borrow an amount equal to 7.1 percent of his income for the year to finance necessary or desirable self-improvement. Those who supplement their teaching salaries thru summer employment must also forfeit this opportunity every third year. Living, therefore, is likely to be considerably leaner every third year for the

TABLE 29.—SUMMER-SCHOOL ATTENDANCE OF RURAL TEACHERS IN 1951, AVERAGE COSTS, AND AMOUNTS BORROWED THEREFOR

Classification	Rural elementary-school teachers in					Rural secondary-school teachers in		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10-or-fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
Did you attend summer school in the summer of 1951?								
Percent "yes"	34.0%	35.8%	33.7%	32.8%	34.3%	25.6%	29.5%	27.8%
Percent "no"	66.0	64.2	66.3	67.2	65.7	74.4	70.5	72.2
Average cost of attending summer school based on those attending	$177	$173	$169	$175	$174[a]	$192	$196	$194[b]
If you attended, was it necessary to borrow any money to attend?								
Percent "yes"	24.1%	22.2%	13.8%	15.9%	20.3%	10.0%	15.9%	13.4%
Percent "no"	75.9	77.8	86.2	84.1	79.7	90.0	84.1	86.6
Average amount borrowed by those who borrowed some	$162	$172	$194	$144	$169	$309	$194	$229
Number reporting	1,295	947	774	338	3,354	359	448	807

[a] This average includes 49 teachers who attended summer school at no personal expense due chiefly to the *Servicemen's Readjustment Act of 1944*, as amended (PL 346, 78th Congress).
[b] This average includes 36 teachers of the type described in [a].

typical teacher in rural schools of the United States.

Almost 1 in every 5 who attended summer school in 1951 found it necessary to borrow some money to pay the expenses. The average amount borrowed for summer-school expenses by those who borrowed some was only $1 less than the average cost to those who attended. Thus, those who have to borrow usually have to borrow the full cost of attending.

The information reported in Table 29 is also reported by regions in Table N in the Appendix. The expense of attending summer school was considerably less in New England than in most of the other regions, which is probably due to the large number of colleges and universities located in New England. A large proportion of the rural teachers in this region are near enough to a college to drive to and from classes each day and thus avoid the expense of living away from home.

It seems significant that the percent of teachers who had to borrow money to attend summer school was much larger in the Southeast than in any other region. In this region 27.0 percent of those who went to summer school had to borrow money to attend. This is the region where in 1951-52 average salaries were lowest.

Automobiles Owned by Rural Teachers

It was pointed out earlier in this report (see page 18) that about 56 in every 100 rural teachers drive their own cars to and from work. An additional 10 to 11 in each 100 ride with someone else in a personal car. It is also shown in Table H (see Appendix) that rural teachers living within easy walking distance of school are in the minority. The average distance to school (one way) is 4.6 miles. One-third of the elementary-school teachers and one-fifth of the secondary-school teachers live 6 or more miles from school. A few even live as far as 30 miles away.

Because a large number of rural schools are off the main highways and main lines of railroads, transportation to and from school by public carriers is impossible for many teachers. An automobile, therefore, is a necessity among many rural teachers. In fact, one of the first questions that superintendents ask of applicants for teaching jobs in 1-teacher schools is: "Do you have an automobile?"

Kinds of automobiles—The great majority of all teachers included in this study owned a car—77.9 percent of the elementary-school teachers and 82.7 percent of the secondary-school teachers. Of course, a large number of these were owned jointly with husbands. Two-thirds of the automobiles owned were of the least expensive varieties: Chevrolet, Ford, Plymouth, and sometimes, Henry J. and "Jeep." About 1 in 10 was of the moderately expensive group which includes Buick, Oldsmobile, Mercury, and DeSoto. A very small number, less than 2 in each 100, were expensive Cadillacs, Chryslers, and Lincolns.

Ages of automobiles—Not only was the typical car likely to be one of the least expensive varieties, it was approximately 3½ years old. It is interesting to note that 1 in every 5 automobiles was a prewar model, all of which were more than 9 years old at the time the teachers filled out the questionnaire. On the other hand, only 1.3 percent of the respondents said they owned new cars, meaning the latest available year model.

Expense of owning and operating cars—Even tho rural teachers, by and large, purchase the least expensive automobiles and keep them a long time, owning and operating them is expensive. For those who must have an automobile to get to and from work, the cost constitutes a sizable item in the average budget. Considering the distance rural teachers live from the schools in which they teach and that it now costs at least 7 cents per mile to own and operate an inexpensive car, it is estimated that the expense to the average teacher who has to drive is between $150 and $200 per year.

Aside from a few school districts that pay small extra amounts to teachers in 1-teacher schools, little or no recognition is given to such necessary expense. Certainly, average salaries of rural teachers do not reflect the high costs of owning and operating automobiles.

Complete details on makes and year models of automobiles owned by rural teachers are given in Table O in the Appendix.

VIII. Summary and Conclusions

The preceding sections of this bulletin have presented a great quantity of detailed information on the status of the American rural teacher in 1951-52 with respect to various personal factors, professional training and experience, living conditions, job conditions, conditions affecting instruction, and income and expenditures. In some categories it has been possible to find evidence of considerable progress over the past decade and a half. On the other hand, many of the findings indicate that rural schools and rural teachers lag far behind schools and teachers in urban areas.

In an attempt to pull the whole story together, the first part of this final section is devoted to a summary of some of the more important facts. This summary takes the form of a "composite picture" of the typical or average rural teacher. The second part consists of a series of general conclusions that can be drawn from the data collected and a few recommendations relative to the direction and development of rural education in the future.

A Composite Picture of the Rural Teacher

The following description of the typical rural teacher is based only on various measures of central tendency applied to a limited sample of rural elementary- and secondary-school teachers. Differences according to sex, marital status, geographical location, and size of school in most cases are ignored. For more detailed comparisons, the reader should consult the text and the tables in the Appendix.

The rural teacher as a person—The typical rural teacher, if he happens to be teaching in an elementary school, celebrated his 42nd birthday about 1 month before filling out this questionnaire. If he is teaching in a rural secondary school, he was about 8 years younger at the time.

Altho editorially the rural teacher is referred to as a man, chances are 3 to 1 that the teacher is a woman. Fifteen years ago the odds were 2 to 1 that he was single, but today the odds are almost 3 to 1 that he is married.

He is likely to have 1 other person who is fully dependent upon him for financial support, altho if he happens to be a married man, he has 2 other persons fully dependent and an additional person partially dependent upon him.

Professional qualifications and scope of job—Typically, he works for a board of education which employs only 10 teachers in addition to himself and in a school which has an enrolment of only 67. Both the school district and the school are so small that it is virtually impossible to provide salaries and other benefits comparable with those in large city school districts.

Whether he teaches in an elementary or a secondary school, he is required to teach children in about 4 different grades. If he happens to be working in a 1-teacher school, he probably teaches children in 6 different grades.

If he is an elementary-school teacher, the chances are 2 to 1 against his having a college degree; however, if he works in a secondary school, he is almost certain to have at least a bachelor's degree and there is 1 possibility in 5 that he has a master's degree.

In the school year 1951-52, he was teaching his 14th year if he was an elementary-school teacher and his 10th or 11th year if he was a secondary-school teacher. With this experience he is just about as likely to be teaching in a small school as in a large one, and, therefore, he resents the claim that most teachers in 1-, 2-, and 3-teacher schools are young and inexperienced.

Altho he belongs to the National Education Association, almost half of his colleagues do not. Even tho he is paid considerably less, he is as likely to pay his dues to his professional organizations each year as the typical teacher in a large city school system.

How the rural teacher lives—If he works in an elementary school, he probably lives about 5 miles from school; if he works in a secondary school, he lives a little closer—between 3 and 4 miles. Counting meetings of the PTA and an occasional professional meeting scheduled on a school night or on Saturday, he travels about 2000 miles each year just going to and from school. The odds are about 2 to 1 that he drives his own car to and from work or rides with another teacher in his car.

If he is a secondary-school teacher, he is much more likely to live in the school district where he works than if he is an elementary-school teacher. If he happens to be teaching in a 1-, 2-, or 3-teacher school, he is just about as likely to be living outside the district as inside.

Contrary to what many people think, the typical rural teacher does not live with his parents where he can board and room at little or no cost. In fact, likely as not he owns or is helping to buy his own home, if he is an elementary-school teacher. Even if he is a secondary-school teacher, the odds are about 1 to 2 that he owns or is buying his own place. If he does not own his own home, he is pretty likely to be renting a house, an apartment, or a room in a private residence.

In spite of certain drawbacks, the typical rural teacher is likely to be reasonably well satisfied with his living accommodations. He is almost certain to have electric lights, a heated bedroom, a radio, and space for entertaining friends. Altho chances also favor his having running water, an inside toilet, a bathtub or shower, and a telephone, he knows many fellow teachers who do not have 1 or more of these facilities. For instance, about one-fourth of his professional associates do not have a flush toilet inside the house or a bathtub or shower. About one-third of his fellow teachers do not have access to a telephone.

The job of the rural teacher—The typical rural teacher signs a written contract for the position he holds but it is likely that it extends over only 1 year. Except for occasionally being asked to clean the schoolhouse or tend the fire, he has very few conditions in his contract which he thinks are unfair.

If he teaches in a large elementary or fairly large high school, he is likely to be paid on the basis of a definite salary schedule that makes some provision for varying amounts of training and experience of teachers. If he happens to be working in a small elementary or secondary school, the chances of his being paid according to a definite scale are about 50-50. The odds are about 1 to 2 that with the same training and experience he will be paid more for high-school work than for elementary-school work.

Contrary to the stories he hears, he knows that less than 1 in 100 rural teachers nowadays is asked to contribute to the campaign funds of persons seeking election to the board of education or the superintendency.

Altho the schoolboard he works for grants him between 7 and 8 days of sick leave each year, about one-fourth of the teachers in neighboring rural districts cannot be absent a single day during the year because of sickness without loss of pay.

He is becoming concerned about how he is going to live when he is forced into retirement at age 65; however, a little less than half of his associates think that somehow they will be able to manage. Very few of his teacher friends, on the other hand, think they will be provided for in a generous manner.

Usually he can get some time off each year without loss of pay to attend local and state professional meetings and 2 years out of 3, to attend national meetings of teachers.

Conditions affecting instruction—Among the classroom discussion topics which the typical rural teacher avoids most frequently are sex, criticism of prominent business and political leaders, problems of teacher welfare, separation of church and state, local educational policies, and communism. In a significant number of cases he also avoids discussing these issues with laymen in the community. The primary reasons for avoiding these topics in the classroom and in discussions with laymen in the community are public opinion and fear of outside pressure groups. Only in a very few cases has he been forbidden by the board of education, the superintendent, or his principal to discuss any of these issues.

He finds little time during the regular school day to plan his work, to grade and correct homework assignments, to confer with parents, or to make out his regular reports. Most of this he does after school hours, at night, or over week ends.

If he happens to be working in a large school, the school building more likely than not is relatively modern, reasonably satisfactory, and fairly well equipped; but if he teaches in a small school, it is probably old, poorly equipped, and generally unsatisfactory for carrying on a modern program of education.

Income and expenditures—Altho his salary has almost tripled during the past 15 years, he still made only $2484 in 1951-52. In terms

of equivalent dollar values he made only 50 percent more than he did in 1936-37. He knows many teachers in nearby cities with about the same training and experience as his own who are paid anywhere from $350 to $2000 more for a year's work. If he works in an elementary school and can qualify for high-school work, he probably has his application in for a high-school position. The reason: he can make a few hundred dollars more per year with the same qualifications.

He feels somewhat better off financially than he was 10 years ago, altho about 1 out of every 7 rural teachers he knows say they are worse off and 1 in 4 say they are in about the same financial position as they were 10 years ago. Since the outbreak of the war in Korea, he has just about held his own financially.

Because there has been a shortage of teachers in rural areas for the last 10 years, he probably got his present job without the assistance of a teacher employment agency. However, if he did get his position thru a placement agency, he probably paid about $90 for the service.

He started the school year 1951-52 with a total indebtedness of about $800, roughly one-third of what he expected to earn during the approaching year.

During the past 12 months he has borrowed about $266. The reason he borrowed this money is likely to be one of the following: to meet general living expenses; to buy an automobile or to have one repaired; to purchase a house or to buy household appliances; or to pay the expenses of going to summer school.

Most likely the money he borrowed during the year came from a bank or from a friend or relative. He knows, however, that about 1 in 8 of his professional associates who borrowed money got it thru a small loan company where they paid from 2 to 3 times as much interest as they needed to pay.

Altho he did not go to summer school last summer, he is definitely planning to go either next summer or summer after next. He knows that when he does go, it will cost him about $177. Even tho he expects to save the required money, there is a strong possibility that he will have to borrow it.

In addition to going back to college every third summer, more likely than not he also has to have a car to get to and from his work. The car he now owns is a Chevrolet which is 3½ years old. The automobile constitutes a heavy financial burden, altho his salary schedule does not reflect the fact that he has to own one.

Conclusions

The following general observations seem appropriate in concluding this report on the status of rural teachers in 1951-52.

Small units—Thruout the report it can be seen that the smallest schools and the smallest school districts almost invariably have the greatest number of substandard school conditions. In size alone lie many of the weaknesses of the rural administrative unit. The smallest schools and the smallest school districts have the least money per classroom unit, the greatest number of unsatisfactory buildings, the most inadequate equipment, and, most important of all, a teaching staff with the least amount of preparation for the job it is trying to do.

Grants in aid and foundation school programs guaranteed by the state have helped, but they have not closed the gap between what the small school district should do for its children and what it is financially able to do. Many rural school districts have found it possible to produce a better brand of education at no additional cost by merging with one or more neighboring rural districts. In other words, by pooling their tax resources and administrative and supervisory staffs, they have been able to buy more with the same amount of money. Such movements offer possibilities of great improvements in the years that lie ahead.

Of course, enlargement alone is no panacea for all the ills that beset rural school districts. A high school of 600 pupils may be just as good as one with 1000 pupils, but it is exceedingly unlikely that one with 3 or 4 teachers will be as good as one with 10 or 15 teachers. Three or 4 simply do not have the range of experience and talents that are needed to give a group of rural youth the well-rounded experience they need.

Salaries—Salaries that prevail in rural areas still seem to be predicated on the notion that the typical teacher is young and inexperienced, with no one to support but himself. Such ideas, as demonstrated in this report, are com-

pletely erroneous. Salary levels should reflect the fact that the great majority of rural teachers are people with considerable education, experience, and maturity, and that they have obligations and dependents comparable to those of other professional workers. Rural teachers will continue to seek better paying jobs in the cities and more lucrative positions outside the teaching profession until rural pay levels are more nearly in line with what is expected of the teacher. At an average pay of $2484 per year, rural school districts are exceedingly fortunate in having as many fine teachers as they do have.

The exodus of men—The continuing exodus of men from the staffs of rural elementary schools can be largely attributed to low salary levels. The typical married man in rural schools has 2½ other persons who depend upon him for financial support. More and more he is finding he cannot buy the necessities of life for his wife and children at prevailing salaries.

Marital status—During the last 15 years the rural teaching force has shifted from a group of workers that was predominantly single to a group that is predominantly married. The reason why most teachers were single a few years ago was that many boards of education had well-established policies against employing any married women. During the war and postwar shortages, however, such policies fell by the wayside. Thus the complexion of the rural teaching force has changed greatly, altho, in this connection, not necessarily for the worse.

Maintaining households—There have been many mistaken ideas about the way the rural teacher lives. This survey shows that relatively few live with their parents or other relatives. Not many live in rooming and boarding houses. Most of them maintain their own households where obligations and needs are much the same as in other households.

Facilities and conveniences of modern living—The place where the typical rural teacher lives has changed considerably within the past 15 years. The majority of teachers now have access to most of the facilities and conveniences of modern living. Such was not the case a few years ago. For a substantial number of rural teachers, however, there are still some serious hardships: 27 in each 100 elementary teachers live in places that do not have an inside toilet, 18 in each 100 do not have running water, 28 do not have a bathtub or shower, 36 do not have a telephone. Such facilities are now considered essential by the average American. Many teachers are not going to be very happy without such conveniences. If they do not have them, they are going to remain on the lookout for another job where they can have them.

Living accommodations—A small but important minority of rural teachers have not been able to obtain satisfactory living accommodations. The teacher who has to live in a trailer or room and board with a farm family is not going to stay in his school position long. Some assistance from the employer in finding suitable living accommodations for school personnel may prove effective in reducing teacher turnover in rural areas.

Single-salary schedules—For some reason many boards of education in rural areas feel that high-school teachers should be paid more than elementary-school teachers, even when they have the same qualifications. City school systems have moved rapidly toward single-salary schedules wherein no distinctions are drawn according to school levels. The teacher-supply problem in rural elementary schools would be far less acute if elementary-school teachers were paid as much as high-school teachers.

Recognizing experience and training—Altho levels of training and amounts of experience are now recognized in the majority of salary schedules, such factors are not recognized in a substantial number of rural school systems. They should be given some consideration in every salary schedule. Without such factors there is little incentive for the typical teacher to stay in his job and to become as proficient as possible.

Sick leave and vacations—Prevailing personnel practices in many rural school districts leave much to be desired. All teachers, rural and otherwise, should be allowed some sick leave with full pay to provide for personal illness, emergency leave for deaths in the family, and other justifiable reasons for being away from work. In spite of the generally recognized desirability of reasonable amounts of sick leave, 1 in 4 rural teachers does not have a single day. In most occupations work-

ers also have an annual vacation with pay. Hardly any rural teachers are granted such vacations with pay.

Retirement—Altho nearly all teachers are members of a retirement system, most of these systems were planned on the basis of what the necessities of life would cost in normal periods. Altho many states have enriched their retirement programs, the added features do not compensate for what has happened to the value of the dollar since the inception of the systems. Thus it was not surprising that 50 percent of all rural teachers thought their eventual retirement benefits were going to be inadequate.

Freedom to teach—A large number of rural teachers do not feel free to discuss many of the controversial issues of the day either with children in their classes or with laymen in the community. Adverse public opinion and the fear of outside pressure groups are the major reasons. Many teachers, for instance, are likely to sidestep serious questions about communism, sex, separation of church and state, criticism of prominent political leaders, and policies of local government. Rural teachers are extremely sensitive to public opinion and they will not teach those things which they feel a large segment of the public prefers not to have taught. In light of these findings, it seems appropriate to ask: How else is the American youth going to form an intelligent opinion about current issues? Shall we leave this important task to the pressure groups and to the "front" organizations who are not, and have never been, interested in fair and impartial treatment of issues?

Time for important work—Few workers are expected to do as much on their own time as public-school teachers. Most of the typical teacher's grading and correcting of work of pupils, most of his conferences with parents, and most of his work on reports is done on his own time. This is an important reason why many teachers leave the profession every year. Their pay would be meager even for a 30- to 40-hour week but they have to work about 48 hours per week.[1]

Neglect of small buildings—Programs of school building construction in rural areas have favored the larger schools and those containing secondary grades. Altho population shifts have made the needs of large schools appear more critical, it may be time to look again at the neglect of the small 1-, 2-, and 3-room buildings.

It is difficult to advise boards of education on where they should spend their school construction funds without full knowledge of local needs. At the same time, it is difficult to defend the practice of equipping high schools with expensive sound systems when some small elementary schools still lack inside toilets and running water.

Closing the gap—Rural schools need teachers who have as much professional training as those in city schools, but they will not have them as long as average salaries range from $400 to $2000 less per year. To remove the rural teacher's application from the file of candidates for positions in the nearby city is going to require a lot more equalization money from the state, many more mergers of rural school districts, and federal aid to education in many states. Low salaries of rural teachers is one of the most serious problems unearthed in this report.

[1] National Education Association, Research Division. "Teaching Load in 1950." *Research Bulletin* 29: 13; February 1951.

Appendix

TABLE A.—AGE DISTRIBUTION OF RURAL TEACHERS BY SIZE OF SCHOOL AND REGION, 1951-52

Classification	Percent of teachers						Median age	Number of teachers reporting
	25 years and under	26 to 35 years	36 to 45 years	46 to 55 years	56 to 65 years	Over 65		
1	2	3	4	5	6	7	8	9
Size of school—elementary								
1 teacher	18.0%	14.8%	26.5%	25.4%	13.5%	1.8%	42.5	1,303
2 or 3 teachers	12.6	18.3	30.7	27.3	9.8	1.3	42.2	933
4 to 10 teachers	11.1	21.5	33.3	24.6	8.5	1.0	41.2	768
Over 10 teachers	11.3	16.8	31.7	28.9	11.3	0.0	42.9	328
All schools—elementary	14.2%	17.5%	29.8%	26.1%	11.1%	1.3%	42.1	3,332
Size of school—secondary								
10 or fewer teachers	16.9%	42.5%	16.9%	16.9%	5.9%	0.9%	33.8	355
Over 10 teachers	16.7	39.2	23.4	15.5	5.2	0.0	34.5	444
All schools—secondary	16.8%	40.7%	20.5%	16.1%	5.5%	0.4%	34.2	799
Regions—elementary[a]								
New England	9.9%	18.8%	27.8%	28.3%	13.9%	1.3%	43.7	223
Middle Atlantic	6.4	14.4	36.5	30.8	11.0	0.9	44.0	543
Southeast	10.0	22.2	34.2	23.4	8.9	1.3	41.2	740
Middle	17.5	15.0	26.0	30.7	10.1	0.7	42.7	824
Southwest	9.2	17.4	32.4	24.1	15.5	1.4	43.2	207
Northwest	29.5	15.4	24.2	19.1	10.0	1.8	38.1	512
Far West	10.2	21.6	25.8	23.3	16.3	2.8	43.1	283
All regions—elementary	14.2%	17.5%	29.8%	26.1%	11.1%	1.3%	42.1	3,332
Regions—secondary[a]								
New England	19.6%	53.0%	13.7%	13.7%	0.0%	0.0%	31.7	51
Middle Atlantic	15.9	40.2	23.4	15.9	3.7	0.9	34.5	107
Southeast	17.9	35.3	24.8	17.0	5.0	0.0	35.1	218
Middle	15.9	41.0	18.0	16.9	8.2	0.0	34.3	195
Southwest	19.6	36.9	23.9	17.4	2.2	0.0	34.2	46
Northwest	19.3	42.1	17.6	14.0	6.1	0.9	33.3	114
Far West	8.8	48.5	17.6	16.2	7.4	1.5	34.5	68
All regions—secondary	16.8%	40.7%	20.5%	16.1%	5.5%	0.4%	34.2	799

[a] See Table 1, page 6, for states comprising each region.

TABLE B.—SEX AND MARITAL STATUS OF RURAL TEACHERS BY SIZE OF SCHOOL, IN PERCENTS, 1951-52

Classification	Elementary teachers in						Secondary teachers in			
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	Number reporting	10- or fewer teacher schools	Over 10-teacher schools	All schools	Number reporting
1	2	3	4	5	6	7	8	9	10	11
Men teachers										
Single	2.4%	3.4%	2.1%	2.1%	2.6%	89	12.6%	6.8%	9.4%	77
Married	9.4	17.6	19.0	5.3	13.5	464	45.2	40.0	42.3	346
Divorced or separated	0.1	0.2	....	....	0.1	4	....	....	....	0
Widowed	0.1	....	0.1	....	0.1	3	0.3	0.2	0.3	2
Total	12.0%	21.2%	21.2%	7.4%	16.3%	560	58.1%	47.0%	52.0%	425
Women teachers										
Single	23.2%	15.8%	22.4%	29.1%	21.5%	740	17.0%	24.1%	20.9%	171
Married	53.7	53.9	46.9	50.9	51.9	1,787	20.3	25.4	23.1	189
Divorced or separated	3.1	2.3	4.2	4.4	3.2	111	0.5	1.1	0.8	7
Widowed	8.0	6.8	5.3	8.2	7.1	243	2.4	4.1	3.2	26
Total	88.0%	78.8%	78.8%	92.6%	83.7%	2,881	41.9%	53.0%	48.0%	393
All teachers										
Single	25.6%	19.2%	24.5%	31.2%	24.1%	831	29.6%	30.9%	30.3%	248
Married	63.1	71.5	65.9	56.2	65.4	2,252	65.5	65.4	65.4	535
Divorced or separated	3.2	2.5	4.2	4.4	3.3	115	0.5	1.1	0.8	7
Widowed	8.1	6.8	5.4	8.2	7.2	246	4.4	2.6	3.5	28
Total	100.0%	100.0%	100.0%	100.0%	100.0%	3,444	100.0%	100.0%	100.0%	818

TABLE C.—DEPENDENTS OF RURAL TEACHERS BY SEX AND MARITAL STATUS OF TEACHER—IN PERCENTS, 1951-52

Dependency units[a]	Single teachers			Married teachers			All teachers[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Elementary-school teachers									
0.0	58.4%	63.6%	63.0%	4.8%	39.9%	32.7%	14.1%	45.7%	40.6%
0.5	9.0	11.0	10.7	3.7	16.4	13.8	4.9	14.2	12.7
1.0	18.0	13.9	14.3	15.9	17.9	17.5	16.0	17.2	17.0
1.5	3.4	3.4	3.4	4.6	9.5	8.5	4.3	7.7	7.1
2.0	9.0	3.9	4.5	22.9	7.2	10.4	20.5	6.8	9.0
2.5	....	0.8	0.7	2.2	2.5	2.5	1.8	2.2	2.1
3.0	2.2	2.2	2.2	19.4	3.0	6.3	16.4	3.1	5.2
3.5	....	0.4	0.4	3.9	0.8	1.4	3.3	0.9	1.3
4.0	....	0.4	0.5	12.0	1.4	3.6	9.9	1.1	2.6
4.5	....	0.1	0.1	0.9	0.4	0.5	0.7	0.4	0.4
5.0	....	0.3	0.2	5.6	0.4	1.5	4.7	0.3	1.1
Over 5.0	....	....	....	4.1	0.6	1.3	3.4	0.4	0.9
Number reporting	89	739	830	459	1,787	2,247	555	2,880	3,438
Secondary-school teachers									
0.0	72.7%	66.1%	68.2%	3.5%	50.3%	20.2%	16.6%	55.2%	35.2%
0.5	13.0	11.7	12.1	3.5	15.3	7.7	5.2	13.5	9.2
1.0	9.1	16.4	14.1	17.0	16.9	17.0	15.5	17.0	16.5
1.5	1.3	1.7	1.6	3.2	10.1	5.7	2.8	6.4	4.5
2.0	1.3	3.5	2.8	26.7	3.2	18.3	21.9	3.8	13.1
2.5	1.3	0.6	0.8	2.6	0.5	1.9	2.4	1.3	1.8
3.0	1.3	....	0.4	24.4	2.1	16.4	20.0	2.0	11.3
3.5	....	....	....	2.1	1.1	1.7	1.7	0.5	1.1
4.0	....	....	....	8.2	0.5	5.5	6.7	0.3	3.6
4.5	....	....	....	2.1	....	1.3	1.7	....	0.9
5.0	....	....	....	3.8	....	2.4	3.1	....	1.6
Over 5.0	....	....	....	2.9	....	1.9	2.4	....	1.2
Number reporting	77	171	248	341	189	530	420	393	815

[a] Not counting teacher himself and counting each partial dependent as one-half a dependency unit.
[b] Includes divorced or separated and widowed teachers.

TABLE D.— CLASSIFICATION OF RURAL SCHOOL BUILDINGS, 1951-52

Description of buildings	Percent of rural elementary- and secondary-school teachers reporting each description by regions[a]							
	New England	Middle Atlantic	Southeast	Middle	Southwest	Northwest	Far West	All regions
1	2	3	4	5	6	7	8	9
Buildings not designed or constructed for school use[b]	6.0%	2.6%	3.5%	0.5%	2.4%	1.6%	4.1%	2.5%
Satisfactory	3.4	2.0	1.4	0.4	2.0	1.2	2.9	1.5
Not satisfactory	2.6	0.6	2.1	0.1	0.4	0.4	1.2	1.0
Buildings designed and constructed for school use	94.0%	97.4%	96.5%	99.5%	97.6%	98.4%	95.9%	97.5%
Modern and satisfactory	37.7	32.6	33.4	41.5	40.9	34.1	40.8	36.8
Modern but *not* satisfactory	7.1	7.5	10.3	7.7	6.3	7.0	4.1	7.7
Total modern	44.8	40.1	43.7	49.2	47.2	41.1	44.9	44.5
Old but satisfactory	29.1	35.5	25.0	35.4	33.5	41.8	33.7	33.2
Old and *not* satisfactory	20.1	21.0	26.3	14.6	14.9	14.3	16.7	18.9
Total old	49.2	56.5	51.3	50.0	48.4	56.1	50.4	52.1
Temporary but satisfactory	0.0	0.6	0.5	0.3	2.0	0.8	0.0	0.5
Temporary and *not* satisfactory	0.0	0.2	1.0	0.0	0.0	0.4	0.6	0.4
Total temporary	0.0	0.8	1.5	0.3	2.0	1.2	0.6	0.9
Total satisfactory	70.2%	70.7%	60.3%	77.6%	78.4%	77.9%	77.4%	72.0%
Total *not* satisfactory	29.8%	29.3%	39.7%	22.4%	21.6%	22.1%	22.6%	28.0%
Number reporting	268	643	943	981	254	601	341	4,031

[a] See Table 1, page 6, for states comprising each region.
[b] See page 36 for list of these buildings.

TABLE E.—PERCENTS OF RURAL TEACHERS EMPLOYED IN VARIOUS SIZES OF SCHOOL DISTRICTS, 1951-52

School levels and regions*	Size of school district in terms of total teachers employed										Average size of district	Median size of district	Number of teachers reporting
	1 teacher	2-3 teachers	4-9 teachers	10-19 teachers	20-29 teachers	30-49 teachers	50-99 teachers	100-199 teachers	200-299 teachers	300 or more teachers			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
All elementary-school teachers	19.1%	18.1%	18.6%	12.2%	5.3%	5.2%	6.8%	8.0%	3.3%	3.4%	49.5	7.2	3,092
New England	3.8	20.4	38.9	23.7	6.6	5.7	0.9	0.0	0.0	0.0	9.9	7.3	211
Middle Atlantic	11.9	14.2	23.1	12.5	5.1	7.7	7.1	8.5	3.8	6.1	76.8	10.6	506
Southeast	3.5	3.2	5.6	5.7	3.5	7.5	18.9	28.3	12.5	11.3	144.0	106.0	629
Middle	27.4	20.2	21.1	17.0	7.0	4.4	1.5	1.1	0.3	0.0	10.4	4.4	792
Southwest	19.3	32.9	17.9	13.0	6.8	4.8	4.3	1.0	0.0	0.0	11.1	3.8	207
Northwest	32.8	26.6	18.8	9.3	5.1	1.9	4.2	0.9	0.0	0.4	11.1	2.9	473
Far West	32.8	26.3	17.9	7.7	2.9	3.7	4.0	3.6	0.7	0.4	21.3	2.9	274
All secondary-school teachers	0.0%	1.9%	17.8%	35.2%	15.4%	6.3%	7.9%	8.5%	3.4%	3.6%	58.8	18.6	775
New England	0.0	2.0	25.5	45.0	21.5	2.0	2.0	2.0	0.0	0.0	17.0	15.0	51
Middle Atlantic	0.0	0.0	10.5	26.7	26.7	13.3	8.6	6.6	1.9	5.7	75.0	24.8	105
Southeast	0.0	0.5	5.0	18.5	6.5	5.0	18.5	23.0	12.0	11.0	141.9	87.1	200
Middle	0.0	0.5	14.9	55.9	19.5	6.1	0.0	3.1	0.0	0.0	20.3	16.2	195
Southwest	0.0	0.0	19.1	55.3	12.8	6.4	6.4	0.0	0.0	0.0	18.8	15.6	47
Northwest	0.0	5.3	43.0	26.3	16.6	2.6	5.3	0.9	0.0	0.0	16.2	10.7	114
Far West	0.0	9.5	27.0	31.8	6.4	9.5	7.9	7.9	0.0	0.0	27.3	14.3	63

* See Table 1, page 6, for states comprising each region.

TABLE F— SIZES OF SCHOOLS IN WHICH RURAL TEACHERS REPORTED TEACHING, 1951-52

Classification	Percent of schools with enrolments of											Average enrolment	Median enrolment	Number of teachers reporting
	Fewer than 10	10-19	20-29	30-49	50-99	100-199	200-299	300-399	400-499	500-599	600 and over			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Elementary schools—by size of school	7.0%	16.0%	13.5%	15.0%	18.7%	14.8%	5.9%	3.7%	2.9%	1.0%	1.5%	101	48	3,328
1 teacher	17.4	38.4	27.1	15.8	1.3	0.0	0.0	0.0	0.0	0.0	0.0	20	18	1,338
2 and 3 teachers	0.0	1.8	9.0	30.0	52.7	6.3	0.2	0.0	0.0	0.0	0.0	58	56	946
4 to 10 teachers	0.0	0.0	0.3	0.8	14.8	58.4	19.3	4.4	1.5	0.4	0.1	163	158	736
Over 10 teachers	0.0	0.0	0.0	0.0	0.0	0.3	16.9	29.2	27.3	10.1	16.2	438	413	308
Secondary schools—by size of school	0.0%	0.1%	1.5%	2.6%	7.5%	25.4%	23.4%	16.2%	9.7%	6.2%	7.4%	292	255	743
10 or fewer teachers	0.0	0.3	3.3	5.7	16.7	49.8	17.3	4.5	2.1	0.3	0.0	154	148	335
Over 10 teachers	0.0	0.0	0.0	0.0	0.0	5.4	28.4	25.8	15.9	11.0	13.5	405	363	408
Elementary schools—by region[a]														
New England	0.9%	12.0%	15.2%	15.6%	26.7%	18.9%	7.4%	2.3%	0.5%	0.5%	0.0%	85	58	217
Middle Atlantic	3.5	12.3	15.6	20.1	19.1	14.7	5.6	3.0	3.0	0.9	2.2	106	48	538
Southeast	0.9	7.8	12.7	15.4	23.3	18.3	8.0	4.4	4.6	1.6	3.0	139	74	755
Middle	3.1	19.6	14.3	14.5	17.8	14.4	5.5	5.3	2.9	1.3	1.3	105	48	820
Southwest	4.9	14.7	15.2	18.1	19.1	15.7	5.4	3.4	2.5	0.5	0.5	86	45	204
Northwest	25.1	27.1	11.1	8.5	11.3	9.7	3.2	2.0	1.0	0.6	0.4	57	19	505
Far West	14.9	18.0	11.4	15.2	15.6	11.8	6.2	2.8	3.1	0.3	0.7	84	37	289
Secondary schools—by region[a]														
New England	0.0%	2.0%	2.0%	8.2%	16.3%	40.8%	18.4%	12.3%	0.0%	0.0%	0.0%	156	153	49
Middle Atlantic	0.0	0.0	0.0	0.0	2.0	21.4	18.4	14.3	18.4	11.2	14.3	397	357	98
Southeast	0.0	0.0	0.0	0.0	3.4	11.5	22.0	23.9	14.8	10.5	13.9	387	355	209
Middle	0.0	0.0	0.0	0.6	4.4	29.4	30.6	16.1	8.3	3.9	6.7	285	251	180
Southwest	0.0	0.0	0.0	5.6	8.3	22.2	36.1	13.9	5.6	8.3	0.0	240	238	36
Northwest	0.0	0.0	4.7	3.7	17.7	45.8	15.0	7.5	3.7	1.9	0.0	168	152	107
Far West	0.0	0.0	7.8	12.5	14.1	21.9	26.5	12.5	3.1	1.6	0.0	178	171	64

[a] See Table 1, page 6, for states comprising each region.

TABLE G.—DISTRIBUTION OF RURAL TEACHERS ACCORDING TO TRAINING AND EXPERIENCE, 1951-52

Classification	Elementary-school teachers by size of school				All elementary school teachers	Secondary-school teachers by size of school		All secondary-school teachers
	1-teacher schools	2-and 3-teacher schools	4-to10-teacher schools	Over 10-teacher schools		10 or fewer teachers	Over 10-teacher schools	
1	2	3	4	5	6	7	8	9
Years of college training:								
0	3.7%	1.2%	0.9%	0.3%	2.0%	0.0%	0.0%	0.0%
Less than 2	19.8	10.0	3.6	1.7	11.5	0.6	0.2	0.4
2.0-2.9	31.4	25.9	25.4	24.3	27.7	1.1	1.3	1.2
3.0-3.9	19.3	21.7	20.7	22.9	20.7	1.9	3.8	2.9
4.0-4.9	20.8	33.4	38.8	39.0	30.3	61.6	60.2	60.9
5.0-5.9	3.6	6.0	7.9	9.7	5.9	24.1	27.9	26.2
6 or more	1.4	1.8	2.7	2.1	1.9	10.7	6.6	8.4
Number reporting	1,321	970	786	341	3,418	365	455	820
Years of teaching experience:								
1-5	25.3%	22.8%	23.2%	17.4%	23.3%	47.2%	41.1%	43.8%
6-10	18.4	18.1	18.0	13.6	17.8	17.1	16.5	16.8
11-20	32.8	33.3	31.5	37.7	33.1	16.9	23.3	20.4
21-30	16.8	20.1	20.4	25.1	19.4	13.3	16.2	14.9
31 or more	6.7	5.7	6.9	6.2	6.4	5.5	2.9	4.1
Average years of experience	13.8	14.1	14.3	15.9	14.2	10.4	11.1	10.8
Number reporting	1,332	968	790	339	3,429	362	450	812

TABLE H.—DISTANCES RURAL TEACHERS LIVE FROM SCHOOL IN WHICH TEACHING, 1951-52

Distance from school—one way	Percent of elementary-school teachers in					Percent of secondary-school teachers in		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10- or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
Less than 1 mile	24.8%	31.4%	40.7%	47.7%	32.6%	62.0%	56.9%	59.2%
1.0 to 2.9	18.5	12.7	13.2	16.1	15.4	10.5	14.8	12.9
3.0 to 5.9	23.2	18.6	14.6	12.2	18.9	7.9	6.5	7.1
6.0 to 10.9	18.6	22.4	19.1	16.1	19.5	9.1	12.1	10.8
11.0 to 15.9	8.8	8.6	7.4	4.0	7.9	6.2	6.3	6.3
16.0 to 20.9	3.6	3.5	2.6	3.0	3.3	1.7	1.8	1.7
21.0 to 25.9	1.1	1.1	0.8	0.3	0.9	1.7	0.2	0.9
26.0 to 30.9	0.8	1.1	1.0	0.6	0.9	0.3	0.7	0.5
31.0 or more	0.6	0.6	0.6	0.0	0.6	0.6	0.7	0.6
Average number of miles	5.3	5.4	4.5	3.5	4.9	3.3	3.3	3.3
Number reporting	1,290	943	760	329	3,322	353	446	799

TABLE I.—FACTORS AFFECTING SALARIES OF RURAL TEACHERS, 1951-52

Factors	Percent of teachers reporting factor affects salaries by regions*							
	New England	Middle Atlantic	Southeast	Middle	Southwest	Northwest	Far West	All regions
1	2	3	4	5	6	7	8	9
Amount of college preparation	62.1%	77.1%	92.0%	60.4%	84.6%	60.1%	55.8%	71.7%
Years of experience	53.4	61.9	82.4	62.9	84.2	59.7	58.6	67.3
Size of school	13.4	11.1	6.2	27.1	7.5	25.8	18.1	16.6
Sex of teacher	25.6	3.0	3.8	14.3	4.5	14.2	8.6	9.7
Location of school	15.2	4.4	2.7	11.7	5.3	15.9	15.0	9.1
Number of dependents of teacher	4.0	2.4	4.4	4.3	4.1	2.7	1.4	3.5
Marital status	7.2	2.3	0.2	4.8	1.9	5.7	2.5	3.2
All others	1.8	1.7	1.2	3.3	0.8	2.4	3.1	2.1
Number of teachers reporting	277	659	1,016	1,052	266	636	360	4,266
Number of factors reported	506	1,080	1,960	1,985	513	1,185	587	7,816
Average number of factors per teacher	1.8	1.6	1.9	1.9	1.9	1.9	1.6	1.8

* See Table 1, page 6, for states comprising each region.

TABLE J.—FACILITIES AND CONVENIENCES AVAILABLE IN LIVING QUARTERS OF RURAL TEACHERS, 1951-52

Facilities and conveniences	Percent of elementary-school teachers in					Percent of secondary-school teachers in		
	1-teacher schools	2- and 3-teacher schools	4- to 10-teacher schools	Over 10-teacher schools	All schools	10-or fewer teacher schools	Over 10-teacher schools	All schools
1	2	3	4	5	6	7	8	9
Lighting								
Electric lights	92.8%	98.1%	99.2%	99.4%	96.4%	98.9%	100.0%	99.5%
Gas lights	2.1	0.4	0.7	0.6	1.2	0.3	0.0	0.1
Oil lamps	5.1	1.5	0.1	0.0	2.4	0.8	0.0	0.4
Number reporting	1,287	935	775	334	3,331	361	450	811
Water supply								
Piped-in public supply	30.5%	37.6%	50.5%	58.4%	40.0%	49.7%	62.9%	57.1%
Well, private reservoir, or tank piped into house	43.9	45.1	38.7	33.8	42.0	39.5	32.2	35.4
Carried from outside well or cistern	25.6	17.3	10.8	7.8	18.0	10.8	4.9	7.5
Number reporting	1,263	925	769	334	3,291	360	450	810
Heating								
Central system (hot water, steam or hot air)	49.2%	48.3%	56.1%	58.9%	51.6%	51.6%	62.3%	57.6%
Rooms individually heated	48.2	50.2	42.9	40.2	46.7	47.0	36.8	41.3
One stove for all rooms	0.8	0.0	0.1	0.0	0.3	0.0	0.0	0.0
No heating	1.8	1.5	0.9	0.9	1.4	1.4	0.9	1.1
Number reporting	1,226	907	761	326	3,220	355	446	801
Cooking								
Electricity	34.3%	38.1%	43.4%	40.7%	38.1%	37.4%	50.2%	44.5%
Gas	38.8	40.8	41.1	46.1	40.6	42.7	35.1	38.5
Oil	6.3	4.9	4.3	3.0	5.1	4.5	1.8	3.0
Coal or wood	14.8	11.1	6.8	3.3	10.8	4.8	2.5	3.5
Type not indicated	0.7	2.0	1.7	2.4	1.6	0.8	4.0	2.6
No cooking facilities	5.1	3.1	2.7	4.5	3.8	9.8	6.4	7.9
Number reporting	1,246	917	765	332	3,260	358	450	808
Toilet								
Inside flush	59.4%	71.5%	80.7%	85.5%	70.4%	82.5%	91.3%	87.4%
Inside chemical	3.1	1.6	1.5	0.0	2.0	2.5	2.9	2.7
Outside	37.5	26.9	17.8	14.5	27.6	15.0	5.8	9.9
Number reporting	1,282	932	776	332	3,322	361	450	811
Bathing facilities								
Bathtub (hot and cold water)	38.1%	46.4%	54.6%	55.9%	46.1%	58.9%	63.6%	61.5%
Bathtub (cold water only)	3.9	2.7	2.7	2.4	3.1	3.1	1.3	2.1
Shower (hot and cold water)	6.6	8.5	8.8	8.2	7.8	8.1	8.7	8.4
Shower (cold water only)	0.5	0.1	0.2	0.6	0.3	0.3	0.5	0.4
Bathtub and shower	12.4	13.5	16.2	18.1	14.2	12.0	17.2	14.9
No bathtub or shower	38.5	28.8	17.5	14.8	28.5	17.6	8.7	12.7
Number reporting	1,265	928	771	331	3,295	358	448	806
Miscellaneous facilities								
Iron	90.4%	91.3%	94.0%	94.3%	91.9%	85.8%	91.6%	89.0%
Laundry tubs	54.0	48.0	45.0	49.1	49.7	42.5	43.8	43.2
Washing machine	76.0	75.8	73.2	74.7	75.2	68.7	66.2	67.3
Space for entertaining friends	88.1	93.0	92.9	94.3	91.3	87.2	92.0	89.9
Telephone	59.6	59.5	69.9	77.1	63.8	65.4	74.4	70.4
Radio	94.0	94.0	93.6	95.2	94.0	87.7	91.8	90.0
Television	10.4	10.3	15.4	19.0	12.4	9.5	14.0	12.0
Number reporting	1,246	917	765	332	3,260	358	450	808

TABLE K.—ATTITUDES OF RURAL TEACHERS RELATIVE TO DISCUSSION OF CONTROVERSIAL ISSUES IN CLASSROOM AND IN COMMUNITY, BY REGIONS,[a] 1951-52

Controversial issues	Percent of elementary- and secondary-school teachers reporting it unwise to discuss issue with laymen in community								Percent of secondary-school teachers reporting they do not feel free to discuss issue with pupils in classes							
	New England	Middle Atlantic	South-east	Middle	South-west	North-west	Far West	All regions	New England	Middle Atlantic	South-east	Middle	South-west	North-west	Far West	All regions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Separation of church and state	17.7%	14.6%	14.1%	18.2%	18.4%	20.1%	23.6%	17.4%	17.0%	19.4%	12.3%	17.5%	18.8%	19.8%	19.1%	16.8%
Sex (or sex education)	14.8	12.3	18.1	17.6	22.2	19.7	16.1	17.2	43.4	37.0	34.4	33.5	41.7	27.6	29.4	34.1
Socialism	9.4	10.0	9.9	9.4	8.6	9.7	15.3	10.1	11.3	7.4	4.8	7.5	6.3	11.2	11.8	7.8
Communism	11.6	8.6	11.0	7.7	8.6	8.8	16.1	9.8	15.1	8.3	7.9	9.0	10.4	12.1	16.2	10.1
Labor-management problems	5.8	6.2	6.8	5.1	4.9	3.9	9.4	5.9	1.9	0.0	3.5	3.5	4.2	2.6	4.4	2.9
Policies of national government	2.5	3.6	3.6	5.3	6.8	3.6	8.1	4.5	0.0	0.0	2.2	5.5	2.1	2.6	4.4	2.8
Policies of state government	3.2	2.9	4.3	4.1	5.3	2.4	6.1	3.9	1.9	0.0	3.5	4.0	2.1	3.4	2.9	2.9
Policies of local government	14.1	6.7	7.8	5.9	7.9	3.8	9.7	7.1	22.6	3.7	11.5	5.0	6.3	8.6	8.8	8.7
Policies of foreign governments	1.4	2.4	2.4	1.5	1.9	1.3	4.4	2.1	0.0	0.0	0.9	1.5	2.1	1.7	0.0	1.0
International relations	1.1	1.8	2.4	1.5	2.3	1.4	3.3	1.9	0.0	0.0	1.3	1.0	2.1	0.0	0.0	0.7
Criticism of prominent business leaders	22.0	18.2	26.3	22.0	25.6	24.4	25.0	23.3	34.0	29.6	31.7	29.5	33.3	38.8	39.7	32.8
Criticism of prominent political leaders	17.0	15.6	22.7	14.8	14.3	14.9	16.9	17.1	32.1	22.2	26.0	16.0	20.8	22.4	16.2	21.8
"Big business"	4.0	2.7	3.8	2.4	3.0	1.9	6.4	3.2	3.8	0.0	2.6	2.0	2.1	1.7	0.0	1.8
Public control or ownership of industry	5.8	2.4	3.2	3.4	3.4	2.8	7.5	3.6	5.7	0.0	1.8	4.0	0.0	2.6	0.0	2.2
Public housing	1.1	1.5	2.2	1.0	1.5	1.4	3.9	1.7	0.0	0.9	0.9	1.5	0.0	0.0	0.0	0.7
Race relations	2.9	4.7	12.4	3.6	9.0	3.6	5.6	6.3	0.0	5.6	14.5	2.0	8.3	3.4	4.4	6.6
Federal aid to education	2.5	2.0	4.3	1.9	3.4	1.7	3.1	2.7	3.8	0.0	2.2	3.0	0.0	0.0	1.5	1.7
Socialized medicine	5.1	3.0	4.6	4.2	3.4	3.0	7.2	4.2	5.7	0.0	3.5	6.0	4.2	2.6	4.4	3.8
Teacher welfare (salaries, retirement, etc.)	9.0	6.8	13.8	7.5	12.8	9.1	9.2	9.7	20.8	19.4	15.9	15.5	16.7	25.0	8.8	17.3
Important local school policies	7.9	4.6	8.4	7.5	12.4	7.2	10.3	7.8	24.5	12.0	13.2	15.5	27.1	16.4	16.2	15.9
Farm subsidies	2.9	2.4	3.1	4.9	3.0	3.5	6.4	3.8	1.9	2.8	2.2	4.5	0.0	0.0	1.5	2.3
Pressure groups	5.1	3.3	8.7	4.6	5.6	5.0	7.2	5.7	7.5	1.9	8.8	4.0	0.0	3.4	5.9	5.1
Others	0.4	1.1	1.2	2.5	2.3	1.4	2.8	1.7	0.0	5.6	4.0	4.5	4.2	2.6	2.9	3.8
Number reporting	277	659	1,016	1,052	266	636	360	4,266	53	108	227	200	48	116	68	820

[a] See Table 1, page 6, for states comprising each region.

TABLE L.—REASONS WHY CONTROVERSIAL ISSUES ARE AVOIDED IN

TABLE L.—REASONS WHY CONTROVERSIAL ISSUES ARE AVOIDED IN CLASSROOM AND COMMUNITY DISCUSSION, 1951-52

Controversial issues avoided	Reasons why rural elementary- and secondary-school teachers do not think it wise to discuss issue with laymen in community[a]								Reasons why rural secondary-school teachers do not feel free to discuss issue with students in their classes[a]							
	Forbidden by board of education	Forbidden by superintendent	Forbidden by principal	Fear of outside pressure groups	Public opinion generally against	Other reasons	Reasons not indicated	Number avoiding issue	Forbidden by board of education	Forbidden by superintendent	Forbidden by principal	Fear of outside pressure groups	Public opinion generally against	Other reasons	Reasons not indicated	Number avoiding issue
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Separation of church and state	3.5%	0.4%	0.3%	12.0%	53.4%	1.5%	28.9%	741	5.8%	0.0%	2.2%	14.5%	58.0%	1.4%	18.1%	138
Sex (and sex education)	2.7	0.1	0.8	7.3	61.7	1.5	25.9	733	4.6	0.7	1.1	10.0	66.4	1.8	15.4	280
Socialism	2.5	0.9	0.5	9.5	48.6	3.0	35.0	432	3.1	1.6	0.0	10.9	62.5	6.3	15.6	64
Communism	3.8	1.2	0.0	10.0	51.1	2.2	31.7	419	2.4	3.6	0.0	6.0	62.7	6.0	19.3	83
Labor-management problems	0.8	0.8	0.8	12.3	41.7	1.9	41.7	252	0.0	4.2	0.0	12.5	54.1	4.2	25.0	24
Policies of national government	1.0	0.5	1.0	9.8	49.0	2.6	36.1	194	0.0	0.0	0.0	4.3	52.2	8.7	34.8	23
Policies of state government	1.2	0.6	0.6	13.9	47.0	3.0	33.7	166	0.0	0.0	0.0	25.0	41.7	4.2	29.1	24
Policies of local government	2.3	0.7	0.0	19.4	50.6	2.3	24.7	304	1.4	1.4	0.0	23.9	45.1	2.8	25.4	71
Policies of foreign governments	1.1	1.1	1.1	9.0	34.9	5.6	47.2	89	0.0	0.0	0.0	12.5	12.5	12.5	62.5	8
International relations	3.7	2.4	0.0	8.5	35.4	6.1	43.9	82	0.0	0.0	0.0	0.0	33.3	0.0	66.7	6
Criticism of prominent business leaders	2.0	0.4	0.6	14.7	50.9	1.7	29.7	992	1.1	0.8	1.1	18.6	56.1	1.5	20.8	269
Criticism of prominent political leaders	1.4	0.7	0.3	14.8	48.8	2.0	32.0	731	0.6	1.7	0.0	15.6	58.1	1.7	22.3	179
"Big business"	0.0	0.0	0.7	5.9	40.5	5.1	47.8	136	0.0	0.0	0.0	0.0	26.7	0.0	73.3	15
Public control or ownership of industry	0.6	0.0	0.6	10.3	49.7	5.2	33.6	155	0.0	0.0	0.0	5.5	55.6	11.1	27.8	18
Public housing	1.4	0.0	0.0	9.6	47.9	4.1	37.0	73	0.0	0.0	0.0	0.0	50.0	0.0	50.0	6
Race relations	1.5	1.1	0.7	10.4	57.0	3.0	26.3	270	1.9	0.0	1.9	7.4	75.9	0.0	12.9	54
Federal aid to education	0.9	0.9	0.0	10.4	53.1	1.7	33.0	115	0.0	0.0	0.0	7.1	42.9	0.0	50.0	14
Socialized medicine	1.1	1.7	0.0	8.9	45.3	4.5	38.5	179	0.0	3.2	0.0	12.9	58.1	0.0	25.8	31
Teacher welfare (salaries, retirement, etc.)	4.1	2.2	0.7	10.9	49.0	1.0	32.1	414	4.2	2.1	2.8	7.8	55.6	3.5	24.0	142
Important local school policies	5.4	3.3	3.3	11.8	51.8	1.2	23.2	332	4.6	4.6	3.1	10.8	56.2	1.5	19.2	130
Farm subsidies	0.0	0.0	0.0	8.7	52.2	3.1	36.0	161	0.0	0.0	0.0	5.3	57.9	0.0	36.8	19
Pressure groups	2.4	0.8	0.0	13.5	39.6	1.2	42.5	245	2.4	2.4	0.0	26.2	38.1	0.0	30.9	42
Others	8.5	0.0	1.4	15.5	59.1	2.8	12.7	71	12.9	0.0	3.2	22.6	38.7	6.5	16.1	31
All issues avoided																
Percent	2.4%	0.8%	0.6%	11.8%	50.6%	2.2%	31.6%	100.0%	2.9%	1.4%	1.1%	13.2%	57.2%	2.5%	21.7%	100.0%
Number	176	60	43	855	3,687	162	2,303	7,286	48	24	19	220	956	41	363	1,671

[a] *Read table thus:* Of the 741 teachers who did not think it wise to discuss the issue "Separation of church and state," 3.5 percent of them said the reason was, "Forbidden by board of education." Of the 7286 issues avoided by all teachers reporting, 176, or 2.4 percent, of them were avoided because of some action of the board of education.

TABLE M.—ADEQUACY OF FACILITIES IN RURAL SCHOOL BUILDINGS, BY REGION,[a] 1951-52

Facilities	Degree of adequacy	Percent of teachers reporting each degree of adequacy							
		New England	Middle Atlantic	Southeast	Middle	Southwest	Northwest	Far West	All regions
1	2	3	4	5	6	7	8	9	10
Drinking fountains	Satisfactory	59.2%	55.2%	34.8%	68.7%	54.2%	55.7%	68.3%	55.0%
	Inadequate	22.7	18.0	22.9	19.6	25.0	19.5	18.1	20.6
	None	18.1	26.8	42.3	11.7	20.8	24.8	13.6	24.4
Toilet facilities (inside building)	Satisfactory	63.2	52.9	37.4	58.7	45.5	50.9	67.8	51.8
	Inadequate	31.0	23.0	27.0	19.5	21.2	19.1	16.4	22.4
	None	5.8	24.1	35.6	21.8	33.3	30.0	15.8	25.8
Play room	Satisfactory	16.2	18.8	9.9	25.4	21.6	25.6	25.8	19.9
	Inadequate	17.7	14.3	13.1	24.8	11.4	18.1	17.8	17.5
	None	66.1	66.9	77.0	49.8	67.0	56.3	56.4	62.6
Facilities for preparing hot lunches	Satisfactory	38.6	35.1	46.2	46.6	49.6	40.4	39.4	42.9
	Inadequate	11.9	14.5	12.9	14.9	12.9	13.4	10.3	13.4
	None	49.5	50.4	40.9	38.5	37.5	46.2	50.3	43.7
Book collection or libraries	Satisfactory	29.6	44.1	37.8	55.3	47.0	47.2	47.2	45.3
	Inadequate	51.3	46.6	44.4	39.8	45.1	45.9	43.1	44.2
	None	19.1	9.3	17.8	4.9	7.9	6.9	9.7	10.5
Storage space for supplies and instructional materials	Satisfactory	48.0	42.5	29.7	48.4	45.5	49.1	54.7	43.5
	Inadequate	45.1	48.5	43.6	44.4	42.4	41.8	39.7	44.0
	None	6.9	9.0	26.7	7.2	12.1	9.1	5.6	12.5
Office space for teachers	Satisfactory	11.2	11.3	12.0	17.2	15.9	21.3	16.4	15.1
	Inadequate	13.0	13.9	14.5	18.3	14.4	18.9	21.1	16.5
	None	75.8	74.8	73.5	64.5	69.7	59.8	62.5	68.4
Health room	Satisfactory	11.6	14.5	6.7	9.5	6.4	8.5	17.0	10.0
	Inadequate	11.9	12.2	12.1	12.1	9.5	9.8	17.2	12.0
	None	76.5	73.3	81.2	78.4	84.1	81.7	65.8	78.0
First-aid equipment	Satisfactory	44.4	44.7	23.0	52.1	46.2	50.3	59.4	43.6
	Inadequate	41.2	39.2	44.5	40.2	43.2	38.2	33.6	40.4
	None	14.4	16.1	32.5	7.7	10.6	11.5	7.0	16.0
Auditorium	Satisfactory	20.6	21.0	36.0	26.0	40.5	25.9	25.0	28.0
	Inadequate	7.2	10.8	15.7	11.6	14.8	9.8	13.1	12.2
	None	72.2	68.2	48.3	62.4	44.7	64.3	61.9	59.8
Gymnasium	Satisfactory	13.3	17.5	17.8	27.9	23.9	25.5	22.8	21.9
	Inadequate	7.6	9.0	5.7	12.8	9.1	12.0	13.3	9.9
	None	79.1	73.5	76.5	59.3	67.0	62.5	63.9	68.2
Audio-visual equipment	Satisfactory	30.3	35.1	24.6	39.3	42.8	28.1	50.8	34.1
	Inadequate	27.4	19.8	24.7	23.2	18.6	19.1	27.2	22.7
	None	42.3	45.1	50.7	37.5	38.6	52.8	22.0	43.2
Teachers lounge or rest room	Satisfactory	14.1	7.9	6.6	8.4	5.3	6.1	11.1	8.0
	Inadequate	10.5	7.9	6.6	8.6	4.9	6.0	10.3	7.7
	None	75.4	84.2	86.8	83.0	89.8	87.9	78.6	84.3
Number reporting		277	656	1,003	1,044	264	634	360	4,238

[a] See Table 1, page 6, for states comprising each region.

TABLE N.—SUMMER-SCHOOL ATTENDANCE OF RURAL TEACHERS IN 1951, AVERAGE COSTS, AND AMOUNTS BORROWED THEREFOR, BY REGION[a]

Classification	Rural elementary- and secondary-school teachers in							
	New England	Middle Atlantic	Southeast	Middle	Southwest	Northwest	Far West	All regions
1	2	3	4	5	6	7	8	9
Did you attend summer school in the summer of 1951?								
Percent "yes"	31.3%	23.0%	36.2%	33.6%	35.1%	33.3%	40.1%	33.0%
Percent "no"	68.7	77.0	63.8	66.4	64.9	66.7	59.9	67.0
Average cost of attending summer school based on those attending	$130	$178	$173	$159	$205	$200	$207	$177
If you attended, was it necessary to borrow any money to attend?								
Percent "yes"	12.3%	19.9%	27.0%	13.9%	19.5%	18.9%	17.1%	19.2%
Percent "no"	87.7	80.1	73.0	86.1	80.5	81.1	82.9	80.8
Average amount borrowed by those who borrowed	$169	$243	$166	$134	$213	$182	$179	$176
Number reporting	268	643	989	1,030	259	615	357	4,161

[a] See Table 1, page 6, for states comprising each region.

TABLE O.—MAKE AND YEAR MODEL OF AUTOMOBILES OWNED BY RURAL TEACHERS, 1951-52

Make of automobile	Percent of rural teachers owning each make		
	Elementary-school teachers	Secondary-school teachers	All teachers
1	2	3	4
Chevrolet	30.3%	32.1%	30.7%
Ford	24.0	20.4	23.3
Plymouth	11.3	14.6	12.0
Dodge	5.7	4.1	5.3
Pontiac	5.2	4.5	5.1
Studebaker	3.3	5.0	3.7
Buick	3.4	4.4	3.6
Oldsmobile	3.2	3.2	3.2
Mercury	2.5	2.0	2.4
Nash	2.5	1.7	2.3
Hudson	2.0	1.2	1.8
Chrysler	1.4	1.7	1.5
Kaiser	1.2	0.9	1.1
DeSoto	0.9	1.5	1.0
Packard	0.7	1.2	0.8
Willys	0.6	0.1	0.5
Frazer	0.3	0.4	0.3
Jeep	0.2	0.3	0.2
Henry J	0.2	0.0	0.2
Miscellaneous (foreign makes, LaSalle, Lincoln, Cadillac, Austin, Crosley, G.M.C. and International trucks)	1.1	0.7	1.0
Number reporting	2,508	663	3,171

Year model	Percent of rural teachers owning each year model		
	Elementary-school teachers	Secondary-school teachers	All teachers
5	6	7	8
1952	1.4%	1.2%	1.3%
1951	18.4	18.4	18.4
1950	21.9	31.3	23.8
1949	18.5	16.1	18.0
1948	7.9	7.1	7.8
1947	6.7	8.6	7.1
1946	5.1	3.0	4.7
1942	1.2	0.6	1.1
1941	6.1	6.5	6.2
1940	4.0	2.6	3.7
1939	2.0	1.7	1.9
1938	1.5	0.5	1.3
1937	2.2	1.7	2.1
1936	1.5	0.3	1.2
1935	0.4	0.0	0.3
1934	0.2	0.3	0.2
1933	0.1	0.0	0.1
1932	0.2	0.0	0.2
1931	0.2	0.1	0.2
1930	0.2	0.0	0.2
1929	0.2	0.0	0.1
1928	0.1	0.0	0.1
1926	[a]	0.0	[a]
1919	[a]	0.0	[a]
Average age (in years)	5.3	4.4	5.1
Median age (in years)	3.5	2.9	3.4
Number reporting	2,483	659	3,142

[a] Less than 0.1 percent.

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WHEN one considers . . . the marked rural-to-urban shifting which has almost continuously characterized our population, it is clear that the quality of instruction in rural schools is hardly less important to city dwellers than to those who remain in small towns or on farms. In other words, the status of rural teachers should be of genuine concern to all persons who are interested in improving the social, cultural, and economic life of the communities in which they live.

—NEA RESEARCH DIVISION, "The Rural Teacher's Economic Status," *Research Bulletin,* January 1939, p. 5.